

ARLINGTON PUBLIC SCHOOLS

In accordance with the provisions of the Massachusetts General laws, Chapter 30A, Section 20, notice is hereby given for the following meeting of the:

***Arlington School Committee
Standing Subcommittee: Budget
Wednesday, August 26, 2020
4:30 PM***

Conducted by Remote Participation

<https://www.mass.gov/doc/order-suspending-certain-provision-of-open-meeting-law/download>

Open Meeting

You are invited to a Zoom webinar:

When: Aug 26, 2020 04:30 PM Eastern Time (US and Canada)

Topic: School Committee Budget Subcommittee meeting

Register in advance for this webinar:

https://us02web.zoom.us/webinar/register/WN_M1G6kWjvRtWT3b_iNcbaqQ

After registering, you will receive a confirmation email containing information about joining the webinar.

Public Comment

Members of the public are asked to send written comment to kfitzgerald@arlington.k12.ma.us at least one hour before the meeting.

Approval of minutes June 17, 2020

FY 21 Budget Discussion

- *Current funding outlook*
- *Remote-by-choice additional budgetary needs*
- *Hybrid additional budgetary needs*
- *Facilities additional budgetary needs*
- *Transportation*
- *Other*

FY 20 Budget updates

FY22 Budget look ahead

Old business

New Business

Adjournment

The listings of matters are those reasonably anticipated by the Chair, which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

Stated times and time amounts, listed in parenthesis, are the estimated amount of time for that particular agenda item. Actual times may be shorter or longer depending on the time needed to fully explore the topic.

Submitted by Kirsi Allison-Ampe, MD, Chair

Massachusetts law requires all open session meetings of public bodies to be accessible to members of the public, including those with disabilities. If you need reasonable accommodations in order to participate in the meeting, contact the Administrative Assistant to the Arlington School Committee Karen Fitzgerald at kfitzgerald@arlington.k12.ma.us in advance of the meeting.



Town of Arlington, Massachusetts

Remote Meeting-Confirm member access

ATTACHMENTS:

Type	File Name	Description
▢ Reference Material	Remote_Meeting_Script_(00022231xA050C).pdf	Remote Meeting script
▢ Reference Material	Remote_Participation_Checklist_for_COVID-19_Emergency_(00022229xA050C).pdf	Remote Participation checklist
▢ Reference Material	Conducted_by_Remote_Participation.docx	OML Remote Participation

DRAFT SCRIPT FOR REMOTELY CONDUCTED OPEN MEETINGS

Confirming Member Access:

As a preliminary matter, this is [identify meeting manager – Chair, support staff, etc.]. Permit me to confirm that all members and persons anticipated on the agenda are present and can hear me.

- Members, when I call your name, please respond in the affirmative. *State each members' name.*
- Staff, when I call your name, please respond in the affirmative. *State each staff members' name.*
- Anticipated Speakers on the Agenda, please respond in the affirmative. *State each anticipated speakers' name.*

Introduction to Remote Meeting:

Good morning/afternoon/evening. This Open Meeting of [Insert Public Body Name] is being conducted remotely consistent with Governor Baker's Executive Order of March 12, 2020, due to the current State of Emergency in the Commonwealth due to the outbreak of the "COVID-19 Virus."

In order to mitigate the transmission of the COVID-19 Virus, we have been advised and directed by the Commonwealth to suspend public gatherings, and as such, the Governor's Order suspends the requirement of the Open Meeting Law to have all meetings in a publicly accessible *physical* location. Further, all members of public bodies are allowed and encouraged to participate remotely.

The Order, which you can find posted with agenda materials for this meeting allows public bodies to meet entirely remotely so long as reasonable public access is afforded so that the public can follow along with the deliberations of the meeting.

Ensuring public access does not ensure public participation unless such participation is required by law. This meeting [will/will not] feature public comment.

For this meeting, [Insert Public Body Name] is convening by [telephone conference/video conference via Zoom App/Facebook Live/etc.] as posted on the Town's Website identifying how the public may join.

For "Zoom" Meetings

Please note that this meetings is being recorded, and that some attendees are participating by video conference.

Accordingly, please be aware that other folks may be able to see you, and that take care not to "screen share" your computer. Anything that you broadcast may be captured by the recording.

Meeting Materials

***For Novus Agenda-Supported Meetings:** All of the materials for this meeting, except any Executive Session materials, are available on the Novus Agenda dashboard, and we recommend the members and the public follow the agenda as posted on Novus unless I/The Chair notes otherwise.

***For Non-Novus Supported Meetings:** All supporting materials that have been provided members of this body are available on the Town's website unless otherwise noted. The public is encouraged to follow along using the posted agenda unless I/The Chair notes otherwise.

Meeting Business Ground Rules

We are now turning to the first item on the agenda. Before we do so, permit me to cover some ground rules for effective and clear conduct of our business and to ensure accurate meeting minutes.

- **I/the Chair,** will introduce each speaker on the agenda. After they conclude their remarks, the Chair will go down the line of Members, inviting each by name to provide any comment, questions, or motions. Please hold until your name is called. Further,

- Please remember to mute your phone or computer when you are not speaking;
 - Please remember to speak clearly and in a way that helps generate accurate minutes
- For any response, please wait until the Chair yields the floor to you, and state your name before speaking.
- If members wish to engage in colloquy with other members, please do so through the Chair, taking care to identify yourself.
- For Items with Public Comment:

After members have spoken, the Chair will afford public comment as follows:

- The Chair will first ask members of the public who wish to speak to identify their names and addresses only;
 - Once the Chair has a list of all public commentators, I will call on each by name and afford 3 minutes for any comments.
- Finally, each vote taken in this meeting will be conducted by roll call vote.

[Any additional preliminary comments tailored to meetings]

REMOTE PARTICIPATION MEETING CHECKLIST

In Advance of Meeting

- ☐ All non-emergency items properly posted *at least* 48 hours in advance
- ☐ “Executive Order on Remote Participation” is posted with agenda
- ☐ All members received the same documents for meeting
- ☐ Supporting documents posted on Novus or Town website (does not have to be 48 hours in advance unless required by law)
- ☐ For meetings with public participation, encourage written public comments

Initiating Meeting

- ☐ Confirm that all Members are present and can hear each other
- ☐ Read Preamble to Remote Meetings
- ☐ Note materials for meeting available online through Novus or Town website for the public
- ☐ Introduce all members, staff, and persons on the agenda
- ☐ Cover “ground rules”

For “Zoom” Meetings

- ☐ Disable Chat Function for Participants
- ☐ Click “Record Meeting”
- ☐ Advise Participants that Meeting is Being Recorded
- ☐ Caution Participants About Screen Sharing

During Meeting

- ☐ Each speaker states their name before each presentation, comment, or question
- ☐ All votes taken by roll call
- ☐ Meeting Minutes reflect remote status

Technical Difficulties

- ☐ If technical difficulties arise, Chair suspends meeting while attempts to resolve are made
- ☐ Keep accurate minutes noting any disconnections and reconnections of members

Conducted by Remote Participation

<https://www.mass.gov/doc/order-suspending-certain-provision-of-open-meeting-law/download>



Town of Arlington, Massachusetts

Meeting Location

Summary:

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Town of Arlington, Massachusetts

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Town of Arlington, Massachusetts

Public Comment

Summary:

Members of the public are asked to send written comment to kfitzgerald@arlington.k12.ma.us at least one hour before the meeting.



Town of Arlington, Massachusetts

Approval of minutes June 17, 2020



Town of Arlington, Massachusetts

FY 21 Budget Discussion

Summary:

- Current funding outlook
- Remote-by-choice additional budgetary needs
- Hybrid additional budgetary needs
- Facilities additional budgetary needs
- Transportation
- Other

ATTACHMENTS:

	Type	File Name	Description
▢	Budget Document	fy21budgettownmeeting06-15-20.pdf	FY21 Budget Town Meeting 6 15 2020

Arlington Public Schools

FY2021

Report to Town Meeting & Budget Summary

June 15, 2020



Overview

This report, prepared for Arlington Town Meeting, is designed to provide Town Meeting Members with a range of information about the School Department.

Introductory Notes

The following notes are supplied as an overall introduction to this presentation of the FY21 School Committee Budget to Town Meeting. Please be aware of the following when reading this budget:

- The FY21 School Committee Budget presented in this document is the budget as approved by a vote of the Arlington School Committee on June 11, 2020.
- The Finance Committee initially approved the School Committee Budget on March 23, 2020 and approved a revised proposed FY21 School Committee Budget on June 1, 2020
- The Finance Committee approved a decrease in its initial approval of the FY21 School Committee Budget in the Town Appropriation of \$460,000 based on an expected decrease in Town revenues.
- Additional information about the FY21 School Committee Budget can be found on the Arlington Public Schools' website [here>>](http://www.arlington.k12.ma.us/administration/budget/)
<http://www.arlington.k12.ma.us/administration/budget/>
- Underlined text indicates hot links.
- Back cover art by Arlington Public Schools students from **varying grade levels**.

Arlington Public Schools Mission

The mission of the Arlington Public Schools is to educate students by promoting academic excellence, by empowering students to achieve their maximum potential, and by preparing students for responsible participation in an ever-changing world.

The Arlington Public Schools are committed to helping every student achieve emotional, social, vocational, and academic success.



Arlington, Massachusetts 02476-0002
P.O. Box 167 • 869 Massachusetts Avenue • (781) 316-3540

Office Of The School Committee

Letter from the School Committee Chair

Honorable Town Meeting Members and Respected Colleagues,

I am writing to you today from a place that is unexpected, uncomfortable and uncertain. In mid-March, Arlington Public Schools closed its buildings, sending students, teachers, staff, and administrators home for the duration of this school year. It is particularly painful to be separated during this time of grief and public reckoning over systemic racism.

The consequences of the school closure and COVID-19 have been significant and devastating to our school and Arlington communities. In the past three months, we have gained perspective on what our school communities mean to us. We have experienced the possibilities and the limitations of online learning. We have graduated Arlington High School's Class of 2020 remotely. We have had to sacrifice what we thought was nonnegotiable. The lessons we are learning will stay with us long after the pandemic has ended.

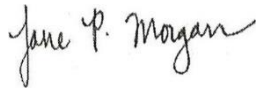
Since the last time Town Meeting approved a school department budget, Arlington's voters overwhelmingly passed a debt exclusion to rebuild Arlington High School and an operating override to continue to fund our municipal budgets. The 2019-20 school year was the first one in which the schools benefited from that override. New spending prioritized addressing enrollment growth, closing the achievement gap, improving instruction for students, ensuring safe and supportive schools, and attracting and developing talented staff.

Much has changed since this time last year. We have seen local districts laying off teachers. This is not the situation we are facing in Arlington for FY21, but we will need to make difficult budgetary choices. Due to anticipated decreases in state aid as a result of COVID-19, the School Committee has had to accept a lower-than-expected increase in school funding for FY21. Back in March, we voted on a budget that would have requested Town Meeting approval of a total budget of \$76M, representing a \$4.6M increase over FY20. As the economic picture has become more clear, the School Committee is expected to submit a budget to Town Meeting that has about \$4.1M in new spending. We will not be able to hire some of the new staff and faculty we had planned to hire. Kindergarten enrollments are not yet finalized for the fall, but we expect to see an increase in APS enrollment of about 150 students. Enrollment growth is an ongoing budget pressure.

We await news from the state about funding and will need to make adjustments in response to new information. Budgeting will continue to be a transparent process discussed in public School Committee and subcommittee meetings, with opportunities for public input.

Thank you for your support of our schools and our learners as we move forward in uncertain times. Our collective responsibility for educating our children is more important than ever.

Respectfully submitted,

A handwritten signature in cursive script that reads "Jane P. Morgan".

Jane P. Morgan
Chair, Arlington School Committee

An Equal Opportunity School System with a High Commitment to Diversity

Arlington Public Schools Budget Facts and Figures

\$82,537,634	FY21 school district operating budget
\$65,991,013	Foundation budget for Arlington (\$50,007,974 minimum local contribution)
\$15,983,039	Chapter 70 State Aid (FY21 Preliminary)
\$75,090	Average teacher salary / state average \$80,222 (DESE) (FY18)
\$14,594	Per pupil cost (all funds) / state average \$16,506 (DESE) (FY18)
6,047	Students enrolled as of 10/1/19 / 5,939 as of 10/1/18 (DESE)
979.5	School district employees budgeted (FY21 FTE - full-time equivalents)
378.9	Classroom Teachers budgeted in FY21 (FTE - full-time equivalents)
1,086	AP exams to be administered in SY2020, 21 AP courses offered
2	Arlington High School Syracuse University Project Advance courses offered SY 2020
95.6%	Arlington High School 2018 4-year cohort graduation rate (state rate is 87.7 %)
29	Athletic programs offered at the high school level
14.1 to 1	Teacher student ratio 2018-2019 / state ratio 12.9 to 1 (DESE)
11	# of public schools in Arlington, including Menotomy Preschool

For additional information on the Arlington Public Schools,
see the [District Dashboard](#) on the homepage of the district website.

Arlington Public Schools
Report to Town Meeting & Budget Summary
June 15, 2020

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Office of the Superintendent
Arlington High School
P. O. Box 167
869 Massachusetts Avenue
Arlington, MA 02476-0002

Telephone
(781) 316-3500

Fax
(781) 316-3509

Superintendent's Message and Introduction

This budget, presented to the school committee, is the product of work that began in August 2019. It involved all members of the Superintendent's administrative team. The FY2021 budget is the result of a collaborative process that drew on the expertise of central office members, building principals and assistant principals, department heads and the Arlington School Committee.

The guiding principles of this budget are the Arlington Public Schools goals, which were approved after discussion and refinement with the School Committee. This FY2021 budget prioritizes staffing that maintains pace with enrollment growth; closing the achievement gap by increasing support for students in reading and mathematics; ensuring safe and supportive schools; attracting, retaining and developing talented staff; and improving instruction through best practices curriculum and materials. The School Department is also focused on maintaining and improving school buildings.

The major budget drivers are similar to past years, and are also based on the [Five-Year Budget Plan 2020-2024](#) developed in collaboration with the School Committee. A principle driver is growing enrollment which brings increased facility and staffing costs. Additional drivers include that the district provides quality instruction that meets the needs of all students, as well as social-emotional learning.

Highlights supporting continued growth and improvement of the school district:

- Additional teaching positions at all levels to ensure class size mitigation and adequate course offerings and schedule flexibility for all students
- Additional Special Education Teachers and Team Chair
- Change Teaching Assistant positions in Supported Learning Centers to Behavior Support Personnel for Special Education Programs
- Additional administrative positions to support larger elementary schools
- Increase in leadership in social-emotional Learning
- Improved library and digital learning instruction
- Additional investment in reading and mathematic support at elementary and middle school levels

Executive Summary – Organizational

Major Goals and Objectives

The mission of the Arlington Public Schools is to educate students by promoting academic excellence, by empowering students to achieve their maximum potential, and by preparing students for responsible participation in an ever-changing world. The Arlington Public Schools are committed to helping every student achieve emotional, social, vocational, and academic success.

The district's goals outline four areas of focus to ensure that the district is fully focused on achieving its mission.

The Arlington Public Schools will ensure that every graduate is prepared to enter and complete a post-secondary degree program, pursue a career, and be an active citizen in an ever-changing world by offering a rigorous, comprehensive, standards-based and data-driven K-12 system of curriculum, instruction, and assessment that integrates social, emotional and wellness support.

The Arlington Public Schools will recruit, hire, retain, and build the capacity of a diverse staff to be excellent teachers and administrators by providing high quality professional development aligned to needs, instructional support, coaching, and an evaluation framework that fosters continuous improvement.

The Arlington Public Schools will offer a cost effective education that maximizes taxpayer dollars and utilizes best practices, academic research, and rigorous self-evaluation to provide students and staff the resources, materials and infrastructure required for optimum teaching and learning in a safe and healthy environment.

The Arlington Public Schools will be run smoothly, efficiently and professionally. The district will operate transparently and engage in effective collaboration and responsive communication with all stakeholders. It will provide timely, accurate data to support financial decision-making, envisioning of the district's future, and long-range planning in partnership with other Town officials. Through these actions it will create broad support for a high quality education system, that is the community's most valuable asset.

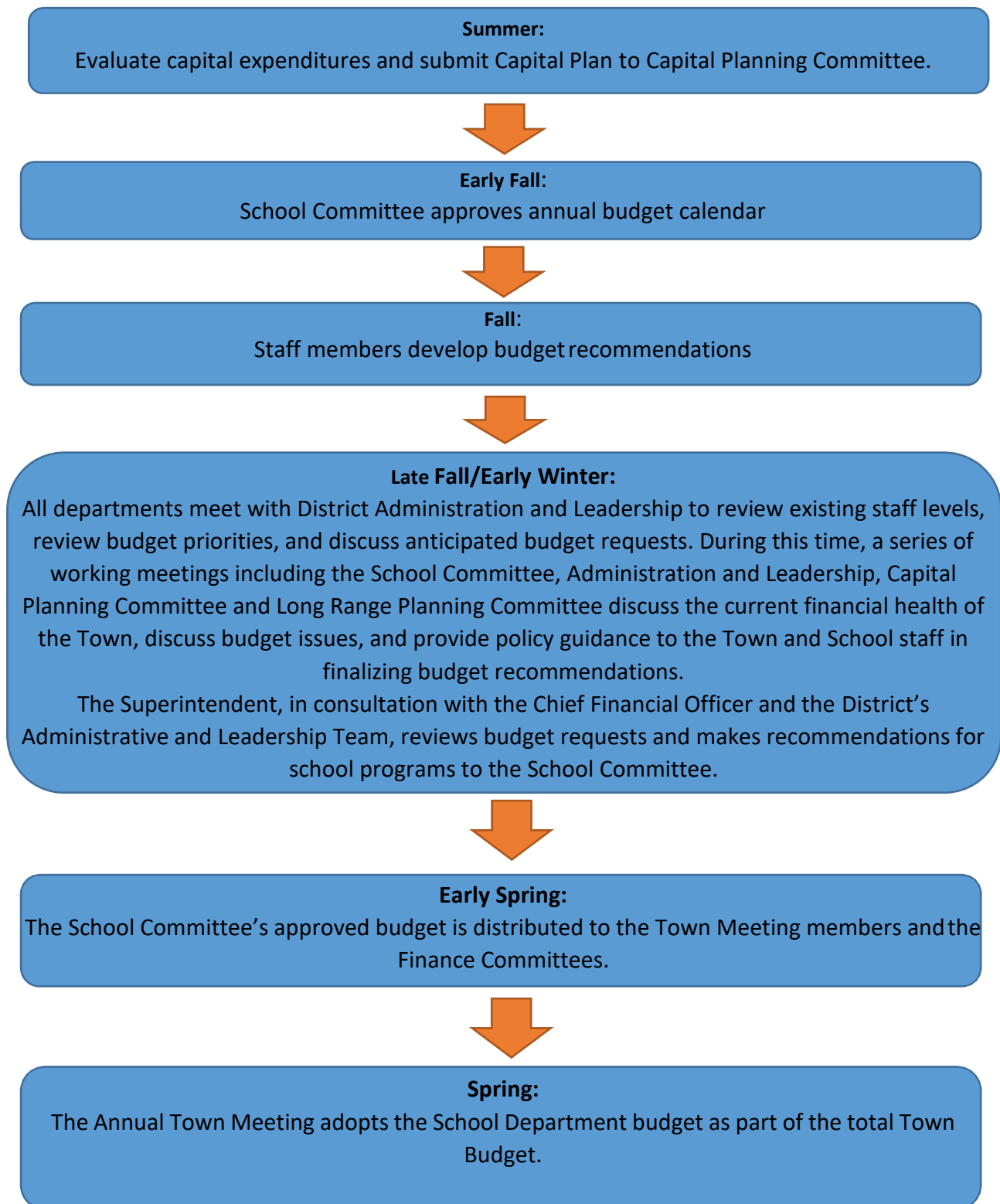
Budget Process

Each year the Arlington School Committee develops its capital and operating budgets.

This process is a collaborative effort and public process that engages the School Committee, Capital Planning Committee, Long Range Planning Committee, Town and School staff, budget guidelines and budget calendar.

The Superintendent of Schools is tasked with developing a budget that advances the District according to the outlined policy objectives and overall district goals. The School Committee is responsible for reviewing and approving the budget for incorporation with the full Town budget.

Budget Timeline



Allocation of Resources to Achieve Goals and Objective

This budget recommendation was developed in accordance with direction and guidance from the Arlington School Committee.

- The FY2021 budgeted amount is agreed to by the Town of Arlington and the Arlington School Committee based on the school department funding formula. This formula is based on expected town revenues, student enrollment growth, and an agreed increased percentage for general education and special education expenses.
- The School Department's [Five-Year Budget Plan 2020-2024](#) which laid out expected financial needs of the district over the coming years.
- School Committee approved overarching goals as outlined in the Major Goals and Objectives section above.
- The [Vision of a Student as Learner and as a Global Citizen](#) as adopted by the Arlington Public Schools.
- Planned school and district-based work to build on some of the [FY2019-2020 School Department Goals](#). This includes working with the MSBA on Arlington High School, continued focus on data-driven decision-making, professional development in support of cultural humility and respecting diversity, and supporting students' social-emotional learning.

School Committee Members (as of June 11, 2020)

- Jane Morgan, Chair
- Bill Hayner, Vice Chair
- Paul Schlichtman, Secretary
- Kirsi Allison-Ampe, MD
- Liz Exton
- Leonard Kardon
- Jeff Thielman

Subcommittees

Budget

Kirsi Allison-Ampe, Chair
Len Kardon, Jane Morgan

Community Relations

Bill Hayner, Chair
Liz Exton, Jeff Thielman

Curriculum, Instruction, Assessment & Accountability

Len Kardon, Chair
Liz Exton, Paul Schlichtman

Facilities

Jeff Thielman, Chair
Kirsi Allison-Ampe

Policies & Procedures

Paul Schlichtman, Chair
Bill Hayner, Kirsi Allison-Ampe

Administration

- Kathleen Bodie, Ed.D., Superintendent of Schools
- Roderick MacNeal, Jr., Ed.D. Assistant Superintendent of Curriculum
- Michael Mason, Jr., Chief Financial Officer
- Rob Spiegel, Human Resources Director
- Alison Elmer, Director of Special Education
- David Good, Chief Technology Officer
- Julie Dunn, Director of Communications, Grants and Title I

Executive Summary – Financial

Summary of Revenues and Expenditures

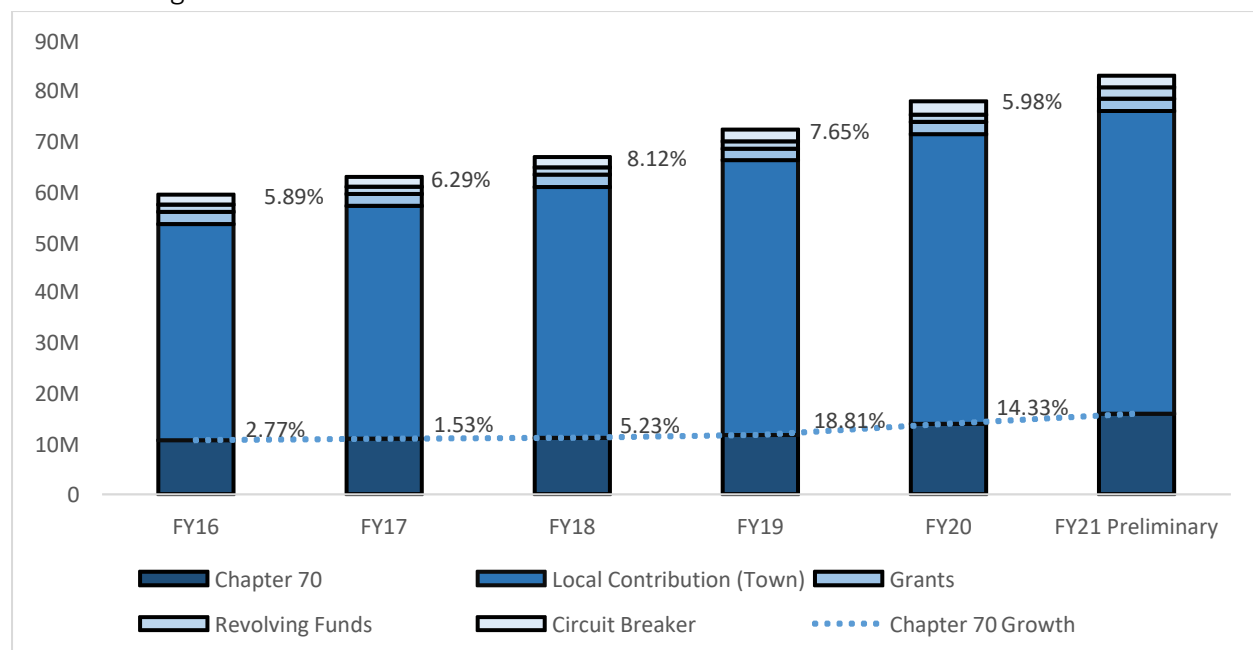
The Town of Arlington supports the School Department by providing the Town Appropriation. For FY21, the town appropriation includes an increase of 3.5% in the appropriation for general education, plus an allocation for enrollment growth. The appropriation also includes a 7% increase in the allocation for special education. This results in a 5.8% increase in the town appropriation to \$75,570,531. The Town Appropriation is made up of funds from Chapter 70 education state aid, as well as locally raised property tax revenues. These two funding sources combined create Town Appropriation which makes up the General Fund for Arlington's schools.

Grant revenue for FY21 is budgeted to be the same as in FY20. The district also receives revenue from fees and reimbursements, including athletic fees, foreign student tuition, and income from the rental of Peirce Field and school buildings. The state special education Circuit Breaker is the largest source of reimbursement revenue. For FY21, the district is budgeting less revenue from Circuit Breaker, based on declining student placements in out-of-district schools. As a result, revenue from fees and reimbursements is budgeted to be 14.1% lower, at \$2,296,417.

All-in revenue for the District is budgeted at \$82,537,634, a 5.9% overall increase from FY20, with the funding increase coming from the higher town appropriation and state aid.

Funding Summary

FY21 Funding Sources Chart



The Funding Summary shows a breakdown of the District funding changes through the FY17, FY18, FY19 and FY20 Budgets as revised to reflect final grant amounts. It also shows the funding changes that are expected to happen as the District moves from the FY20 Budget to the Superintendent's Proposed FY21 Budget.

The School Department, unlike other departments of the Town of Arlington, does not receive all of its funding from the Town Appropriation voted by Town Meeting. In the FY20 Budget, the Town Appropriation was 91.64% of the total school budget, and is budgeted to be 92.53% in the Superintendent's Proposed FY21 Budget. Grants, revolving fees and reimbursements make up the rest of the school budget.

The **Town Appropriation** for FY21 is calculated using the current funding formula established by the Town Manager and the Long Range Planning Committee. This budget formula increases the General Education funding by 3.5%, Special Education Funding by 7%, and an additional increase in General Education funding of 50% of Per Pupil Expenditures for each additional student added this year.

Grant funding is budgeted to remain level funded with the FY20 final approved numbers.

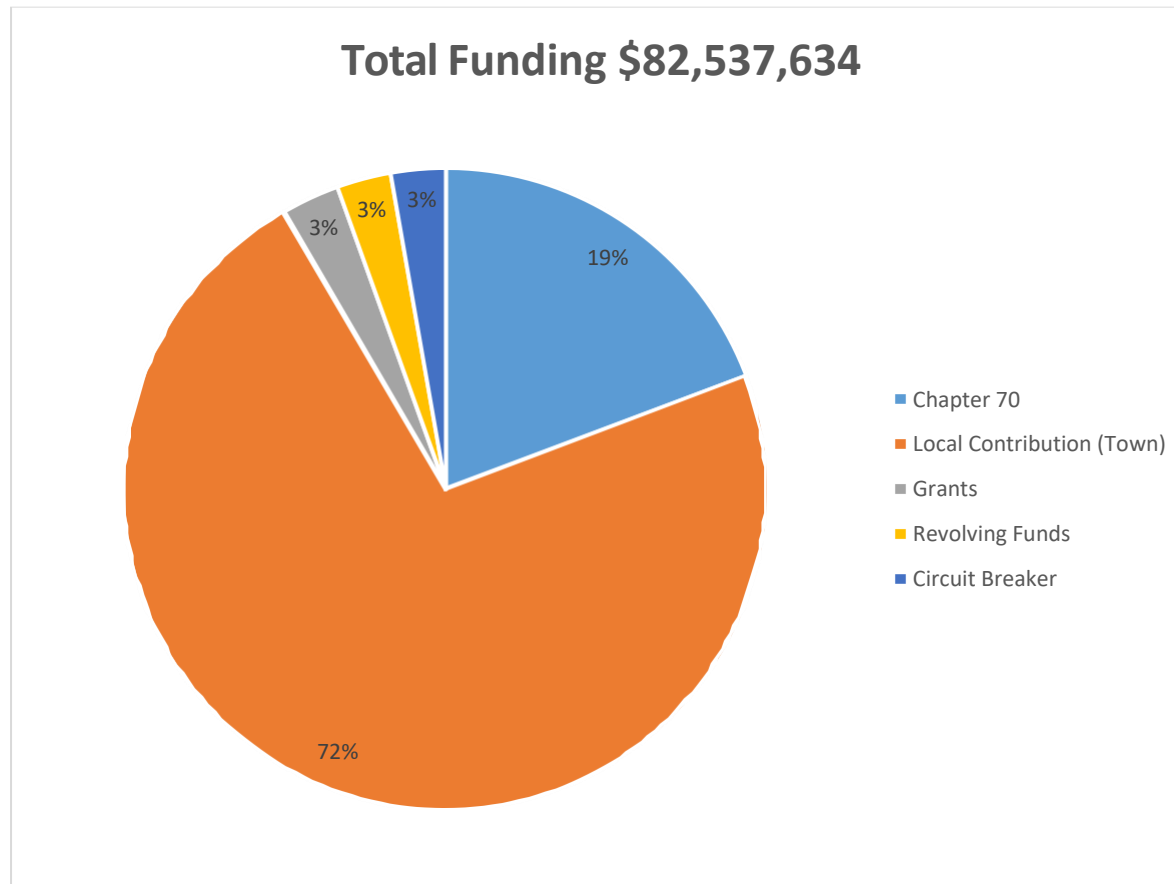
Revolving Fees and Reimbursements There have been a few changes to our revenue in this area. Circuit Breaker has decreased by \$377,553 to reflect the anticipated amount of Circuit Breaker the district should receive in FY20. In efforts to make improvements to facilities to ensure a safe and secure environment for students, spending will increase by \$150,000 from Building Rental Fees revolving. In addition to purchase curriculum materials, textbooks and increase professional development offerings district wide, Foreign Exchange revolving fund spending will increase by \$175,000.

In total, the FY20 Budget formula increases the General Education funding by 3.5%, Special Education Funding by 7%, and an additional increase in General Education funding of 50% of Per Pupil Expenditures for each additional student added in FY19 compared to FY18. This results in a Superintendent's Proposed Budget number of \$82,537,634.

Funding Summary

Funding Description	Fund Code	FY17 Budget	FY18 Budget	FY19 Budget	FY20 Budget	FY21 Requested	Change in Funding % Chg	
Town Appropriation	0200	57,526,549	60,928,485	66,253,022	71,427,139	75,570,531	4,143,392	5.8%
Grants								
METCO	1320	434,654	440,519	449,053	534,449	534,449	-	0.0%
Special Education - 94-142	0940	1,396,626	1,424,332	1,492,435	1,524,109	1,524,109	-	0.0%
Special Education - Early Childhood	0930	42,021	39,815	41,194	42,377	42,377	-	0.0%
Special Education - Program Improvement	0960	42,045	-	-	-	-	-	0.0%
Title 1	0810	347,187	433,160	189,953	186,970	186,970	-	0.0%
Title 2A Improving Teacher Quality	0790	83,503	93,495	90,013	79,654	79,654	-	0.0%
Title 3 ELL	0770	39,178	42,689	39,258	40,241	40,241	-	0.0%
Grants Subtotal		2,385,214	2,474,010	2,301,906	2,407,800	2,407,800	-	0.0%
Revolving Fees & Reimbursements								
AEA President Offset	9999	16,683	15,671	15,671	15,671	15,671	-	0.0%
Athletic Fees	1430	260,000	260,000	260,000	260,000	379,469	119,469	45.9%
Athletic Ticket Sales	1440	40,000	40,000	40,000	40,000	40,000	-	0.0%
Bishop Bus	1920	20,000	20,000	20,000	20,000	20,000	-	0.0%
Building Rental Fees	1520	350,000	350,000	350,000	350,000	600,000	250,000	71.4%
Circuit Breaker	0750	1,928,899	2,043,076	2,317,327	2,673,970	2,296,417	(377,553)	-14.1%
Foreign Exchange	1840	325,000	325,000	325,000	325,000	500,000	175,000	53.8%
Instrumental Music Fees	1480	148,265	148,265	148,265	148,265	148,265	-	0.0%
Menotomy Preschool	1510	142,000	142,000	142,000	142,000	142,000	-	0.0%
Peirce Field Rental	1530	22,000	22,000	22,000	22,000	22,000	-	0.0%
Traffic Supervisor Rebilling	1820	17,232	17,577	17,928	17,928	17,928	-	0.0%
Tuition In Revolving	1660	90,000	90,000	90,000	90,000	377,553	287,553	319.5%
Revolving Fees & Reimbursements Total		3,360,079	3,473,589	3,748,191	4,104,834	4,559,303	454,469	11.1%
Grand Total		63,271,842	66,876,084	72,303,119	77,939,773	82,537,634	4,597,861	5.9%

FY21 Proposed Budget Funding Summary Chart



Budget Transfer Summary

Spending Category	FY20 Budget	FY21 Proposed Budget	Change from Prior Year	% Change
Town Appropriation				
Admin	3,011,234	3,093,131	81,897	2.7%
Curriculum Instruction	1,828,195	1,935,284	107,089	5.9%
Elementary	19,583,502	21,013,847	1,063,210	5.3%
Other	6,004,734	6,718,896	714,162	11.9%
Secondary	19,961,678	20,788,351	1,193,808	6.1%
Special Education*	21,037,796	22,021,022	983,226	4.7%
Town Appropriation	71,427,139	75,570,531	4,143,392	5.8%
Grants				
Admin	109,192	109,192	-	0.0%
Curriculum Instruction	119,895	119,895	-	0.0%
Elementary	283,615	283,615	-	0.0%
Other	217,510	217,510	-	0.0%
Secondary	111,102	111,102	-	0.0%
Special Education*	1,566,486	1,566,486	-	0.0%
Grants	2,407,800	2,407,800	-	0.0%
Revolving Fees & Reimbursements				
Admin	15,671	15,671	-	0.0%
Curriculum Instruction	306,800	306,800	-	0.0%
Elementary	162,000	197,000	35,000	21.6%
Other	350,000	600,000	250,000	71.4%
Secondary	506,393	765,862	259,469	51.2%
Special Education*	2,763,970	2,673,970	(90,000)	-3.3%
Revolving Fees & Reimbursements	4,104,834	4,559,303	454,469	11.1%
Grand Total	77,939,773	82,537,634	4,597,861	5.9%

With careful and thoughtful consideration, the budget presented is balanced and will greatly support the Arlington Public Schools goals and mission. This budget has additional schedules and tables to explain the detail of this budget. The school committee is responsible for voting on a budget to fund Arlington Public Schools in a format in which it also controls the budget. This format breaks the School Budget into six major categories, using the following category codes:

1. Elementary
2. Secondary
3. Special Education*
4. Curriculum & Instruction
5. Administration
6. Other (Facilities, IT, and Transportation)

*Special Education budget transfer category does not include expenditures for preventative efforts that the district may take to assist students that are identified that may need additional services provided through Interventions.

All of these categories are presented here for the FY20 Budget, and the FY21 proposed Superintendent's Budget.

The School Committee uses the budget transfer categories as a control mechanism over the budget. This practice was established as a School Committee Policy entitled Budget Transfer Authority on June 28, 2011. The policy requires that the Superintendent receive School Committee approval prior to transferring budgeted funds between any of the six categories that make up the total School Department budget.

This format allows a clear understanding of how the District Budget is allocated among key elements of the Arlington Public Schools.

Proposed Changes in the FY21 Budget

	Description	FTE	Unit Cost	Amount
Early Childhood Changes for FY21 Budget				
1	Facility and Utilities Expenses for Parmenter	0.0	-	135,000
2	Custodian at Parmenter	1.0	40,000	40,000
	Early Childhood Increase			175,000
Elementary Changes for FY21 Budget				
3	Increase Occupational Therapist to Full Time	0.5	65,000	32,500
4	Elementary Math Coach	0.5	65,000	32,500
5	Math Interventionst	0.7	65,000	45,500
6	Assistant Principals	0.5	105,000	52,500
7	ELL Teacher	1.0	65,000	65,000
8	Team Chair	0.5	68,180	34,090
9	Reading Teachers	2.1	65,000	136,500
	Elementary Increase	6.3		398,590
Middle School Changes for FY21 Budget				
10	Special Education Teacher	1.0	65,000	65,000
11	Ottoson Spanish Teacher	0.2	65,000	13,000
12	Ottoson Math Support	0.2	65,000	13,000
13	Gibbs Math Support	0.2	65,000	13,000
14	Gibbs Spanish Teacher	0.3	65,000	19,500
15	Gibbs Physical Education Teacher	0.2	65,000	13,000
	Middle School Increase	4.1		136,500
High School Changes for FY21 Budget				
16	Teachers and support level staff	1.6	65,000	104,000
17	Special Education Teacher	1.0	65,000	65,000
18	ELL Teacher	0.4	65,000	26,000
	High School Increase	4.0		195,000
Other District Wide Changes for FY21 Budget				
19	Reserve Teaching Positions	1.0	65,000	65,000
20	SEL Support	1.0	65,000	65,000
21	Library Media Specialist	1.0	65,000	65,000
22	Physical Therapy Assistant	1.0	40,000	40,000
23	Bus Driver to transport Special Education Students	1.0	55,000	55,000
24	Increase BSP's for Special Education Programs	0.0	-	175,000
25	Increase Utilities Budget (Electricity and Gas)	0.0	-	317,077

	Description	FTE	Unit Cost	Amount
26	Dedicated Art Supplies Budget	0.0	-	44,000
27	Dedicated Music - Performing Arts Supplies Budget	0.0	-	44,000
28	Contractual/Salary Increases	0.0	-	2,750,776
29	Instructional Supplies and Other Fixed Costs	0.0	-	435,000
30	Increase Library Books and Supplies	0.0		50,000
31	Reduction of Out of District Tuition	0.0	-	(413,082)
	<i>District Wide Net Increase</i>	7.5		3,692,771
	Net Increase for FY21 Budget	22.9		4,597,861

Preschool Changes – Brief Narrative

1. Facility and Utility Expenses for Parmenter – The district will be operating an additional building during the construction of AHS. Menotomy Preschool will move to the former Parmenter School. The School Department will supply utilities such as heating oil and electricity, as well as property maintenance both interior and exterior, the supplies necessary for upkeep and repair, and communication services.
2. Parmenter Custodian - To maintain the consistent level of daily custodial service in the preschool program, a 1.0 FTE Custodian will be positioned at the Parmenter School building during daytime hours of operation.

Elementary Changes – Brief Narrative

3. Increase Occupational Therapist to Full-time – With enrollment growth, more students are supported with services from occupational therapists. An additional 0.5 FTE will allow the therapists to provide the necessary support.
4. Elementary Math Coach - Math coaches support teachers in bringing evidence-based curricula to their classrooms and designing engaging lessons to reach all learners. The addition of 0.5 FTE to this position will expand the ability of math coaches to support more elementary teachers.
5. Math Interventionist – Math interventionists work directly with students on their math learning needs. This addition will provide math support in each elementary school, providing equity in math instruction district-wide.
6. Assistant Principals –The elementary schools are now too large to be effectively managed with one principal. This position supports the increasing reliance on data-based decision-making to make decisions that target both sub-groups and individual students in their learning. Opportunities for professional development, including internal administrative meetings during the school day are difficult with no other administrator present. Currently, there are assistant principals at three schools. This proposal would provide two additional part-time assistant principals.
7. English Language Learner teacher – Enrollment growth means that Arlington is no longer considered a low incidence ELL district. At Stratton this year, one ELL teacher is currently supporting 46 EL students. An additional 1.0 FTE ELL teacher at Stratton will provide equity and access for English Language Learners.
8. Team Chair - Thompson has the highest number of special education students at the elementary

level. It also has the highest rate of eligibility findings. This 0.5 FTE increase means a full-time team chair will support the Student Support Team as it considers the best plans for students, while also helping to manage the overall workloads.

9. Reading Teachers – Student assessment data on reading is increasing the focus on narrowing an achievement gap. The Reading Department, special educators, and general education classroom teachers are using new assessment methods to target individual student needs. A reallocation and increase in our Reading Department will support programming tailored to these individual needs. Restructuring will align highly qualified reading staff equitably across elementary schools.

Middle School Changes – Brief Narrative

10. Special Education Teacher – With the addition of a half-learning community for the 7th grade, a special education teacher is needed to maintain inclusion programming in Math, ELA, Science and Social Studies. When students who have an Individualized Education Plans are in fully inclusive classrooms their outcomes are much higher than if they are in pull-out learning settings.
11. Ottoson Spanish Teacher – A ninth section of 8th grade Spanish is needed next year because there will be 205 Spanish students. Without adding 0.2 FTE to create a new section the average class size would be over 25 students; with the additional section the average class size will be 23.
12. Ottoson Math Support – The math support position will be full-time with an additional 0.2 FTE. This addition will support an ELL math class. It will also better support the increasing number of students who need math support. Approximately 35 more students will need this support based on entering 7th grade numbers.
13. Gibbs Math Support – An additional 0.2 FTE will bring the math support position to full-time at Gibbs. This teacher will teach an ELL math class, as well as other 6th grade students needing math support.
14. Gibbs Spanish Teacher - Approximately half of Gibbs students study Spanish. This year one full-time teacher is available for all 212 Spanish students. With 30 additional students coming to Gibbs next year the teaching load will be higher. Adding 0.3 FTE will lower the teaching load.
15. Gibbs Physical Education Teacher – The physical education teacher will become full-time with the addition of 0.2 FTE. This is necessary to cover the enrollment of 6th grade students.

High School Changes – Brief Narrative

16. Teachers and support level staff – The high school is receiving an allocation of 2.6 FTE additional teachers. High school enrollment is increasing so it needs additional teaching positions to maintain class sizes and lower the number of large classes (defined as 27+ students for core classes, 25+ for science).
17. Special Education Teacher - With increased enrollment, an additional 1.0 FTE for a special education teacher is needed to maintain inclusion and co-taught programming in Math, ELA, Science and Social Studies.
18. ELL Teacher – The high school enrolls students with limited or interrupted formal education (SLIFE). The school needs a newcomer program to meet the needs of our newcomer English Language Learner students in the core academic content classes. An additional 0.4 ELL FTE at the high school will allow equity and access to our SLIFE newcomers, as well as the potential to create a Sheltered English Immersion (SEI) math and SEI history class for our SLIFE/SEI newcomers.

Other District Wide Changes – Brief Narrative

19. Reserve Teaching Positions – Teachers will be allocated across levels based on actual enrollment growth. The district is expecting 3.0 FTE to be needed to maintain class sizes and offerings next year. The positions will be allocated where they are most necessary.
20. Social-emotional support – Additional support to support the social-emotional learning core competencies throughout the district. Social-emotional learning is the process where students learn to understand and manage their emotions, set and achieve positive goals, establish and maintain positive relationships, and make responsible decisions. This support will also help the district improve the student climate based on data received from surveys.
21. Library Media Specialist – Needed to support teaching of digital research skills and increase the integration of digital resources into instruction. Aligns instruction with the Massachusetts Digital Literacy and Computer Science standards (DLCS) while supporting subscription and assessment platforms. Important in more effectively preparing our students to be active citizens in an ever-changing world.
22. Physical Therapy Assistant (PTA) – This request is changed from the 0.2 FTE for a fully licensed Physical Therapist included in the five-year plan and switches the request to a 1.0 FTE PTA. This will allow the district to effectively address the growing number of students with more complex physical needs across a larger number of schools.
23. Bus Driver for Special Education Program – An additional bus driver is needed because bus routes are changing in response to program requirements. With the later start time for Gibbs School, one driver can no longer do both the preschool and Gibbs runs. A second run for Stratton School is being added to limit ride times for special education students as well.
24. Increase BSP's for Special Education Programs – The district will staff Supported Learning Center (SLC) programs with Behavior Support Personnel (BSP) level assistants to reflect the higher level of experience and more specialized skillset needed as these programs serve students with greater needs. The district has been losing trained staff because of low pay. The higher pay position of BSP as compared to teaching assistant (TA) will help in recruiting and retaining for positions where staff sometimes manage aggressive behaviors, as well as the hygiene/personal care needs of students.
25. Increase Utilities Budget (Electricity and Gas) – The school department has added Gibbs School to the facilities plant. That addition, together with the need to update budget assumptions based on overall usage, results in this budget increase.
26. Dedicated Art Supplies Budget – School principals have been responsible for providing art supplies for visual art classes through their principal's budget. To ensure equity and consistency of art supplies across the district, a separate budget for these supplies will be managed by the Visual Arts Director.
27. Dedicated Music-Performing Arts Supplies Budget - School principals have been responsible for providing supplies for music and performing arts classes through their principal's budget. To ensure equity and consistency of music and performing arts supplies across the district, a separate budget for these supplies will be managed by the Performing Arts Director.
28. Contractual/Salary Increases – This budget line covers salary increases based on employment contracts agreed by the district. Salaries account for approximately 80% of the school department budget.
29. Instructional and Other Fixed Costs – The district is allocating this amount for necessary increases in

curricula materials and resources, necessary supplies, and other fixed costs. The district renews resources to create and maintain educational best practices.

30. Increase Library Books and Supplies - The FY21 budget includes \$5,000 in funding for all ten schools. Elementary and middle school library collections are currently being evaluated to determine each library's requirements. New purchases will ensure that the collections meet programmatic needs, with materials that are up-to-date and in sufficient quantities. This process will also ensure that library materials are equitable across the district.
31. Reduction of Out of District Tuition – The budget for out of district tuition can be lowered for next year based on lower numbers of out of district students and reduction in Circuit Breaker. While the number of out of district students each year is unpredictable, this reduction still keeps the budget at a prudent level for FY21.

Significant Financial and Demographic Changes

As student enrollment continues to rise in Arlington, additional classroom space has been provided in several elementary buildings, and the Gibbs School was opened in fall 2019 as a sixth grade school. Enrollment growth began in the lower grades and is making its way up through the grade levels.

Construction will begin on the new Arlington High School in FY2021. Arlington began addressing the building needs of the high school when it was invited by the Massachusetts School Building Authority into the School Building Grant Program in 2016. Arlington voted to support a \$291.5 million project in June 2019. The MSBA is expected to fund \$86 million, while the Town is funding the remainder of the project. Detailed design and value engineering has been ongoing since that time. Site work is beginning in February 2020. Ground-breaking for the first wing of the new school is scheduled for fall 2020. The construction project will continue through FY2024, with all buildings of the new high school complex will be completed.

The first wing is being constructed on part of the lawn in front of the current façade, while preserved trees along Massachusetts Avenue. Students will continue to use the current high school building throughout the school year. Impacts to current operations will involve changing where students and staff enter the building, parking, and moving the Menotomy Preschool out of the building as of June 2020. Menotomy Preschool will operate its summer 2020 program at Peirce School. It will then move to the former Parmenter School on the corner of Academy and Irving Streets when it opens in the fall.

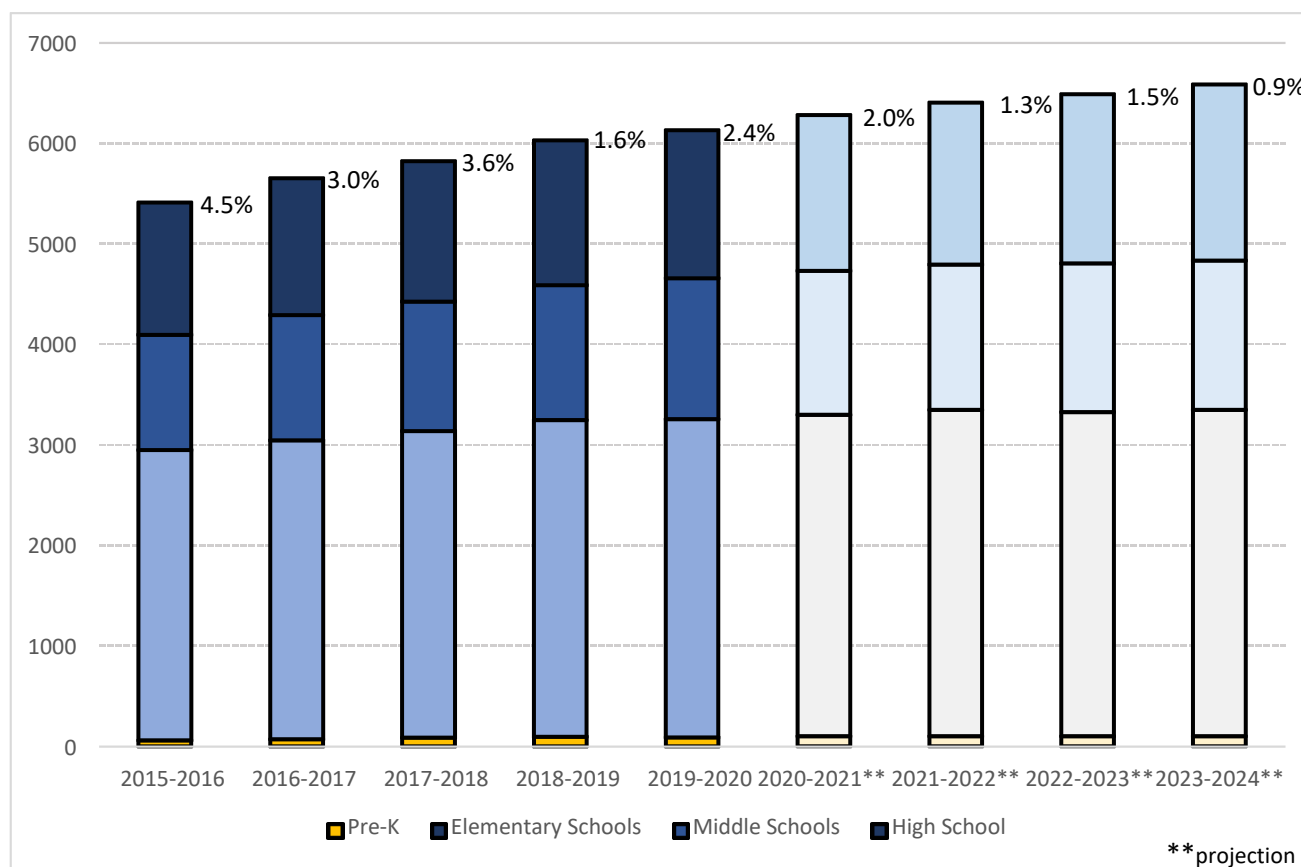
Financial impacts are continuing to be addressed, as the district is operating more school facilities with the opening of the Gibbs School and the move of Menotomy Preschool.

Executive Summary – Informational

Student Enrollment Trends

Arlington Public Schools enrollment has been climbing since the 2012-2013 school year. Since 2015-16 the district has added 731 students, for a 13.5% growth. Student population growth began at the early elementary level and moved up through the system. Projected growth is expected to slow slightly at the elementary and middle school level. The strong growth now projected at the high school level may be impacted with the opening of the new Minuteman Vocational-Technical School together with the start of construction at Arlington High School. However, all-in current projections show growth continuing district-wide.

FY21 Enrollment Projections



The School Department has been experiencing significant enrollment growth since the 2012-2013 school year. During the summer of 2015, HMFH Architects, Inc. was commissioned to produce a report studying Arlington Public Schools' space needs in light of our enrollment growth. As part of that report, HMFH brought in the services of McKibben Demographic Research, who produced an enrollment forecast for the next ten years. This forecast has been updated, most recently in August 2016, and it now extends for 15 years. The forecast can be found on the School Department website [here](http://www.arlington.k12.ma.us/administration/facilitiesenrollment/enrollment.asp): <http://www.arlington.k12.ma.us/administration/facilitiesenrollment/enrollment.asp>.

It is important to understand the difference between an enrollment forecast and the enrollment projections that have been done within our district. An enrollment **projection** mathematically extends past changes in enrollment into the future. An enrollment projection may provide somewhat of a guess at what will happen with enrollment. The disadvantage is that a projection will never be able to predict changes in the enrollment pattern before they happen. Our enrollment projections are based on a five year weighted average, which generates a continuity rate from one grade to the next. Please see the formula on the next page.

An enrollment **forecast**, on the other hand, looks at a variety of factors, including, but not limited to, interest rates, housing stock, real estate markets and rates, employment, birth and death rates, ages of current residents, housing turnover rates and many other elements which help pinpoint more closely likely changes to the current enrollment. The forecast produced by Dr. McKibben also details enrollment changes by school district, which our projections currently do not.

Both the enrollment forecast and the enrollment projection are included here. It is important to note that the forecast by Dr. McKibben does not include those students who are currently in out of district educational placements, while the projections do include those students. This is why you will notice differences in the current and historical enrollment number

APS Projection Formula:

To calculate the grade one continuity rate in 2017, the formula would be as follows, where Gr1 indicates Grade One population, Kg indicates Kindergarten population, and the subscript indicates the year.

$$\text{Gr1 Rate} = \left(\frac{\left(\left(\frac{\text{Gr1}_{2013}}{\text{Kg}_{2012}} \times 1 \right) + \left(\frac{\text{Gr1}_{2014}}{\text{Kg}_{2013}} \times 2 \right) + \left(\frac{\text{Gr1}_{2015}}{\text{Kg}_{2014}} \times 3 \right) + \left(\frac{\text{Gr1}_{2016}}{\text{Kg}_{2015}} \times 4 \right) + \left(\frac{\text{Gr1}_{2017}}{\text{Kg}_{2016}} \times 5 \right) \right)}{15} \right)$$

Student Enrollment

School	Grade s Served	10/1/2015 Enrollment	10/1/2016 Enrollment	10/1/2017 Enrollment	10/1/2018 Enrollment	10/1/2019 Enrollment
In-District Enrollment						
<i>High School</i>						
Arlington High School	9-12	1,253	1,290	1,325	1,380	1,411
High School Subtotal		1,253	1,290	1,325	1,380	1,411
<i>Middle Schools</i>						
Ottoson Middle School	7-8	1,127	1,208	1,258	855	899
Gibbs School	6	-	-	-	463	486
Middle Schools Subtotal	6-8	1,127	1,208	1,258	1,318	1,385
<i>Elementary Schools</i>						
Bishop Elementary School	K-5	426	425	420	452	440
Brackett Elementary School	K-5	481	476	488	517	535
Dallin Elementary School	K-5	470	466	481	484	472
Hardy Elementary School	K-5	413	451	458	451	444
Peirce Elementary School	K-5	261	276	305	308	307
Stratton Elementary School	K-5	392	396	402	426	450
Thompson Elementary School	K-5	425	466	489	507	514
Elementary Schools Subtotal	K-6	2,868	2,956	3,043	3,145	3,162
<i>Preschools</i>						
Menotomy Preschool	PK	56	70	85	96	89
Preschool Subtotal	PK	56	70	85	96	89
Total In-District Enrollment	PK-12	5,304	5,524	5,711	5,939	6,047
Out-of-District Enrollment	PK-12	93	114	111	90	81
Total Enrollment	PK-12	5,397	5,638	5,822	6,029	6,128

Student Demographics

	APS 2019-20	State 2019-20
African American	3.4%	9.2%
Asian	13.0%	7.1%
Hispanic	6.1%	21.6%
Native American	0.1%	0.2%
White	70.5%	57.9%
Native Hawaiian, Pacific Islander	0.1%	0.1%
Multi-Race, Non-Hispanic	6.8%	3.9%
First Language Not English	12.7%	23.0%
English Language Learner	4.8%	10.8%
Students with Disabilities	15.9%	18.4%
High Needs	26.5%	48.7%
Economically Disadvantaged	7.9%	32.8%

Town Manager 12 Communities Comparison

As in prior years, the Town of Arlington FY2020 Annual Budget & Financial Plan includes a set of comparable communities that includes Belmont, Brookline, Medford, Melrose, Milton, Natick, Needham, North Andover, Reading, Stoneham, Watertown, and Winchester. These communities were selected by Town, School, and Union leadership. These communities were identified based on a number of factors including; population, five-year average municipal growth factor, population per square mile, median income per capita, median income per household, single family median home value, average family tax bill, total tax levy, excess capacity as a percentage of maximum levy and residential valuation as a percentage of the total tax levy. These communities are known as the Town Manager 12 Communities.

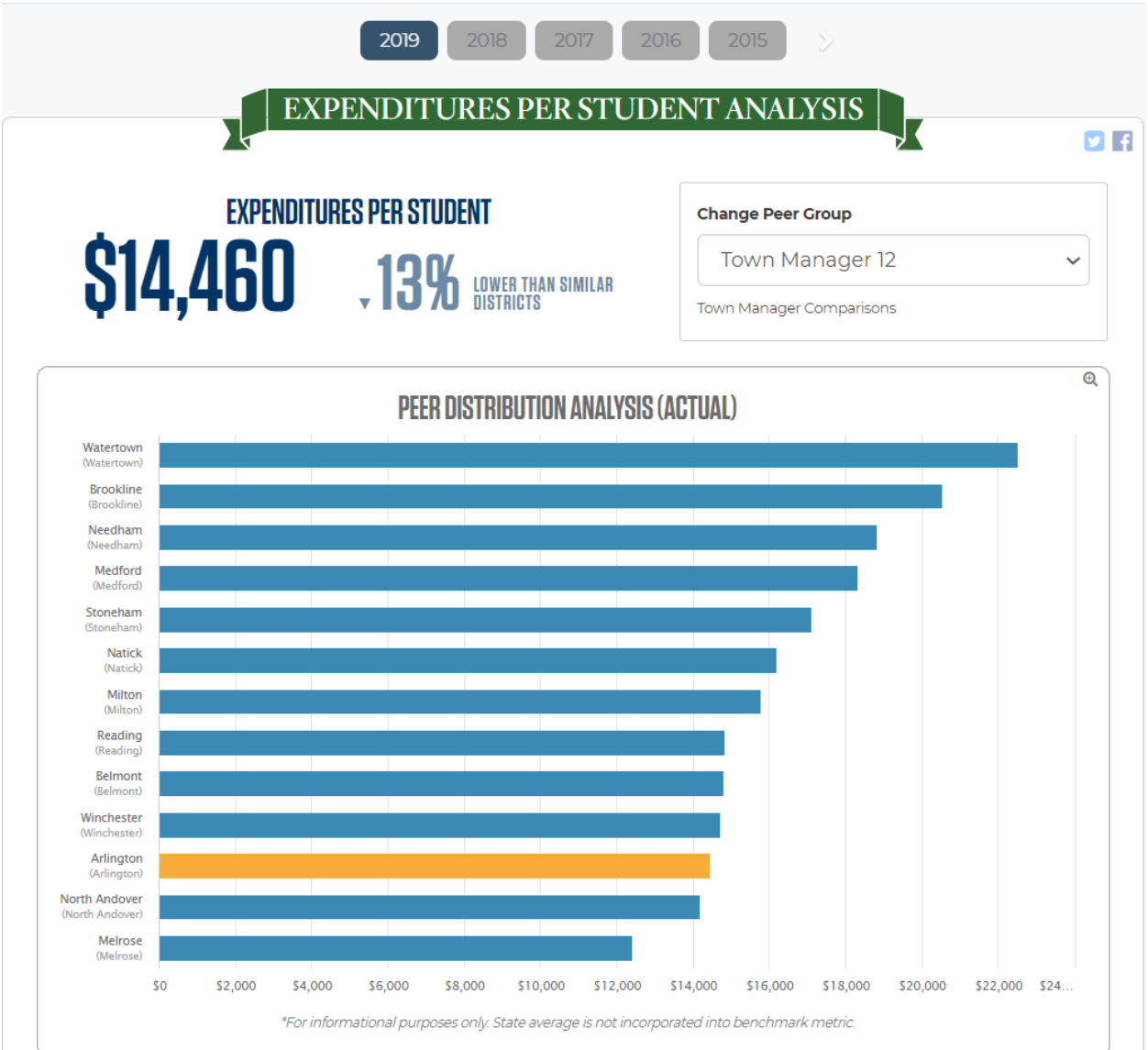
Per Pupil expenditures are published by the Department of Elementary and Secondary Education based on the results of required annual reporting from each district. For school year 2018-2019, Arlington ranked eleventh in the Town Manager 12 group, and also spent well below the state average.

Also notable is the percentage of Low Income students in the district. Arlington ranked ninth among the Town Manager 12 in terms of the percentage of Low Income students in the district in the 2019-2020 (current year data on demographics is available). Of the districts with higher percentages of Low Income students, only Melrose and North Andover spent less than Arlington on a Per Pupil basis in 2018-2019. This is important because Low Income students in general require more intensive support in order to be as academically successful as their peers from families of greater means. If high achievement is the desired outcome for all students, greater resources are needed to support students with more challenging needs.

To compare student achievement in 2019 with Town Manager 12 communities, we have chosen to refer to SAT scores. For information on MCAS scores, see Student Achievement. Arlington ranked fifth among Town Manager 12 districts on SAT performance in 2019.

Arlington is continuing to achieve at a high level while spending less than the average of the other Town Manager 12 districts, of whom some have less challenging demographics.

See the following charts for a graphical representation.



Retrieved from District Dashboard 6/12/20 www.cleargov.com/massachusetts/school/arlington

2020

2019

2018

2017

2016



% OF LOW INCOME STUDENTS ANALYSIS



% OF LOW INCOME STUDENTS

8%

↓ 39% LOWER THAN SIMILAR DISTRICTS

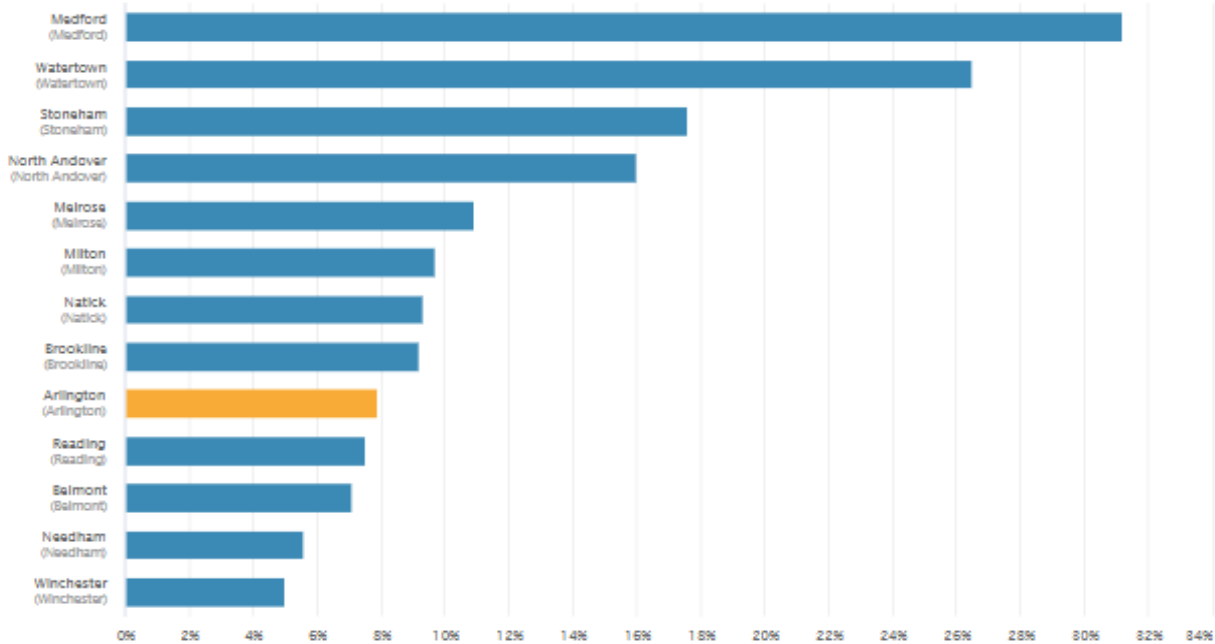
Change Peer Group

Town Manager 12



Town Manager Comparisons

PEER DISTRIBUTION ANALYSIS (ACTUAL)



**For informational purposes only. State average is not incorporated into benchmark metric.*

Retrieved from District Dashboard 6/11/20 www.cleargov.com/massachusetts/school/arlington

2019

2018

2017

2016

2015



SAT SCORES ANALYSIS



SAT SCORES

1,204

▲ 3% HIGHER THAN
SIMILAR DISTRICTS

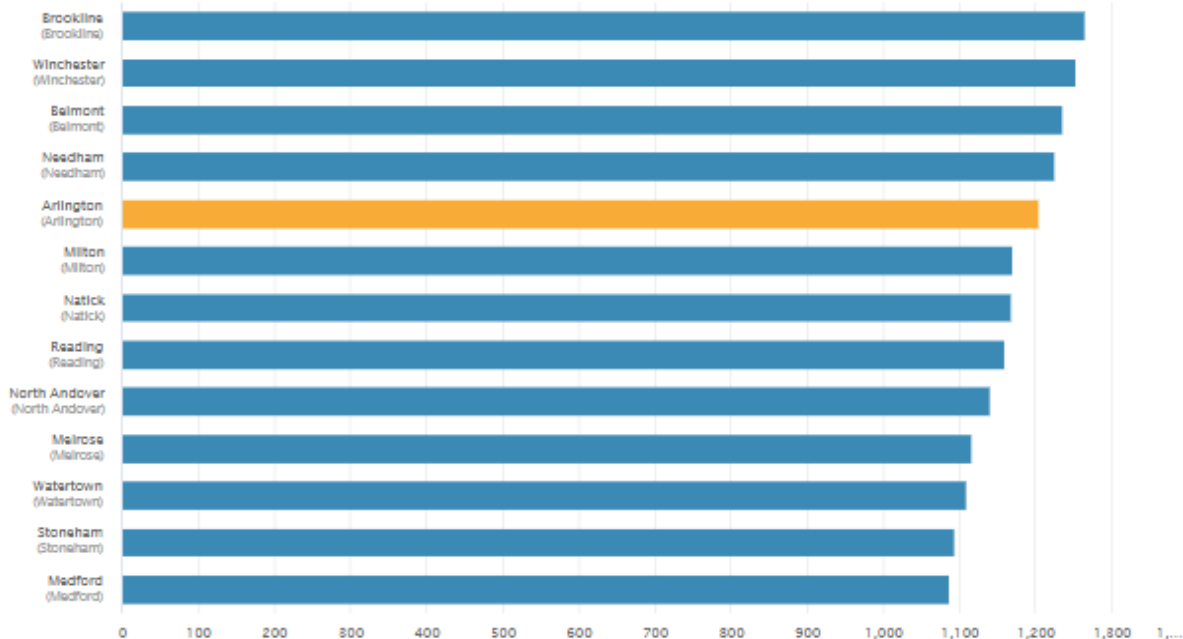
Change Peer Group

Town Manager 12



Town Manager Comparisons

PEER DISTRIBUTION ANALYSIS (ACTUAL)



**For informational purposes only. State average is not incorporated into benchmark metric.*

Retrieved from District Dashboard 6/11/20 www.cleargov.com/massachusetts/school/arlington

Schedules

Cost Center

The Cost Center Summary shows the entire School Department budget, including all funding sources, and subtotaled by cost center. Cost centers represent our various school locations and departments.

This view includes FY17, FY18, FY19 final expenses for each cost center. It also includes FY20 budget and the School Committee's proposed FY20 budget.

Cost Center	FY17 Expended	FY18 Expended	FY19 Expended	FY20 Budget	FY21 Budget
01 - High School	9,465,312.00	9,708,785.57	10,671,087.40	11,484,932.00	11,916,510.00
02 - Athletics	811,977.01	843,963.94	828,460.71	824,566.00	939,928.00
03 - Ottoson	8,000,099.62	8,533,022.46	6,451,917.85	7,087,657.00	7,288,879.00
05 - Gibbs	-	-	3,744,159.23	4,135,759.00	4,483,032.00
06 - Bishop	2,548,255.80	2,642,911.58	2,934,406.01	3,140,578.00	3,193,659.00
09 - Brackett	2,774,201.16	2,904,845.95	3,101,294.81	3,341,455.00	3,742,881.00
12 - Dallin	2,823,211.63	2,917,421.65	3,057,860.55	3,220,571.00	3,398,913.00
15 - Hardy	2,693,393.98	2,911,115.62	2,973,865.34	3,107,838.00	3,281,014.00
18 - Peirce	1,906,121.72	2,043,384.85	2,210,009.69	2,314,017.00	2,401,878.00
21 - Stratton	2,436,888.84	2,390,001.21	2,585,475.70	2,655,541.00	3,070,855.00
24 - Thompson	2,729,724.47	2,920,534.28	3,105,977.38	3,472,468.00	3,628,961.00
25 - Early Childhood	877,966.50	985,238.83	1,034,458.61	1,094,374.00	1,085,586.00
29 - Elementary Systemwide	1,979,322.66	2,277,097.40	2,567,887.55	3,337,834.00	3,280,126.00
30 - English	136,283.96	124,824.15	144,526.72	141,275.00	143,494.00
33 - ELL	97,721.70	101,109.61	110,223.66	128,977.00	130,963.00
36 - Health & Wellness	146,062.60	141,366.16	119,868.30	153,545.00	152,639.00
39 - Math	185,804.08	160,899.27	160,522.37	164,769.00	166,988.00
42 - Science	264,979.34	281,774.22	145,708.61	346,973.00	353,579.00
45 - Sped	11,120,447.58	11,911,519.58	11,222,111.94	13,219,969.00	13,014,064.00
48 - Social Studies	135,725.51	135,945.99	152,465.41	147,802.00	149,965.00
49 - Systemwide Accounts	1,165,148.10	1,358,331.88	1,386,660.07	2,186,846.00	1,978,707.00
51 - World Languages	49,588.32	102,771.86	109,073.92	116,316.00	118,503.00
54 - Visual and Performing Arts	108,017.69	160,290.38	211,087.96	180,129.00	182,989.00
57 - School Committee	120,404.30	124,308.30	124,378.62	120,080.00	126,868.00
60 - Superintendent	526,146.23	576,991.86	570,988.04	754,764.00	767,073.00
63 - Admin for Curriculum & Personnel	1,558,695.75	1,325,964.54	1,436,149.69	1,125,513.00	1,149,013.00
66 - Business Office	528,166.23	574,565.42	591,259.79	563,939.00	566,612.00
69 - Payroll	344,036.88	372,353.41	382,328.07	383,818.00	395,364.00
72 - Food Services	-	-	-	9,994.00	9,994.00
75 - Facilities	2,902,602.56	3,370,777.99	3,973,395.78	3,398,117.00	5,640,766.00
78 - Information Technology	894,573.71	966,389.07	1,167,249.48	1,065,366.00	1,191,544.00
81 - Transportation	1,758,055.69	1,615,413.46	1,800,300.58	1,847,427.00	1,885,413.00
85 - SPED SLC A	1,083,628.91	1,093,252.79	921,632.60	1,241,087.00	1,207,229.00
86 - SPED SLC B	776,545.32	753,522.23	725,988.71	817,648.00	923,334.00
87 - SPED SLC C	523,768.89	594,217.65	503,757.40	607,829.00	570,311.00
89 - Special Education Reserve	-	-	-	-	-
Grand Total	63,472,878.74	66,924,913.16	71,226,538.55	77,939,773.00	82,537,634.00

Program Summary

The Program Summary includes the FY17, FY18 and FY19 Final Expenses, FY20 Budget and the School Committee's Proposed FY21 Budget.

In this view we are looking at all expenses, regardless of funding source, subtotaled by Program. This Program view allows us to look at activity in our budget by educational themes.

For example, elementary classroom instruction is found in Program 6506 – Elementary Education. At the Middle and High School levels, classroom instruction is divided by areas of subject content, like Mathematics or Social Studies. Program 6507 – Secondary Education is primarily used for supplies, while teacher salaries are to be found under the subject content that they teach. Athletics are shown in greater detail in Programs 6620 to 6656.

Program codes 6705 to 6760 are our areas of Curriculum and Instruction (C & I). This is where to find expenses for our curriculum leaders and their modest supply budgets.

Program codes 6800 to 6866, as well as 6975, 6980 and 6990, capture activity for Special Education.

Program Description	FY17 Expended	FY18 Expended	FY19 Expended	FY20 Budget	FY21 Proposed
6503 - Kindergarten	2,240,447	2,203,235	2,536,961	2,672,409	2,659,455
6506 - Elementary Education	8,433,878	9,050,207	9,386,015	11,070,390	11,154,377
6507 - Secondary Education	641,080	718,628	845,445	1,085,964	915,771
6512 - ELL	646,543	679,922	801,072	846,295	1,098,872
6515 - English/Language Arts	1,654,117	1,758,060	1,938,048	2,119,722	2,213,617
6518 - Family and Consumer Science	459,677	485,055	532,738	581,735	567,216
6521 - Math	1,736,565	1,826,919	2,096,778	2,257,070	2,508,178
6524 - Science	1,673,610	1,798,961	2,069,799	2,134,639	2,290,931
6527 - Social Studies	1,517,361	1,623,733	1,866,918	2,075,225	2,269,578
6533 - World Languages	1,354,159	1,388,865	1,505,026	1,707,554	1,855,137
6536 - Art	732,782	762,872	901,845	939,825	1,106,631
6539 - Music	1,063,928	1,064,561	1,110,673	1,252,282	1,411,020
6540 - Gifted & Talented	83,542	85,155	87,929	90,746	93,677
6545 - Drama	2,518	2,347	2,967	-	-
6548 - Physical Education	1,326,162	1,382,547	1,507,739	1,578,566	1,765,236
6551 - Technology Educational (Tech Ed)	387,729	430,941	391,943	433,301	467,204
6554 - Health Services/Nursing	816,052	878,561	983,045	1,107,525	1,416,289
6557 - Guidance	988,853	1,124,062	1,234,620	1,327,815	1,388,569
6560 - METCO	442,136	440,409	459,387	534,449	534,449
6563 - Library/Media	290,286	307,759	336,215	399,900	692,036
6566 - Management and Supervision - Principals	2,771,804	3,059,665	3,335,614	3,264,723	3,419,242
6569 - Management and Supervision-HS Dean	222,553	289,433	367,944	339,853	346,744
6575 - Professional Development	416,578	481,486	571,659	518,021	517,681
6578 - Math RTI	613,173	694,758	733,282	720,574	870,045
6581 - Reading Interventions	1,070,342	1,179,310	1,326,747	1,412,942	1,518,986
6620 - Athletics	253,778	235,833	247,883	293,302	256,363
6621 - Boys Baseball	24,544	19,750	21,921	22,954	23,058
6622 - Boys Basketball	17,416	25,254	20,531	20,250	25,746
6623 - Boys Cross Country	14,965	14,604	18,826	14,461	14,506
6624 - Boys Football	68,343	64,022	58,227	51,412	65,057
6625 - Boys Golf	7,945	9,584	9,005	8,821	9,422
6626 - Boys Ice Hockey	91,513	96,476	68,345	84,812	87,612
6627 - Boys Indoor Track	7,591	12,799	15,066	9,133	17,925
6628 - Boys Lacrosse	11,647	11,234	16,349	10,849	16,345
6629 - Boys Outdoor Track	11,213	12,002	11,132	11,453	16,949
6630 - Boys Soccer	16,817	17,896	16,892	16,964	19,164
6631 - Boys Swimming	8,048	7,428	7,339	7,347	8,747
6632 - Boys Tennis	5,234	6,686	10,179	6,437	11,133
6633 - Boys Volleyball	12,755	12,872	12,158	12,229	13,829
6634 - Boys Wrestling	11,620	10,899	11,294	11,019	12,503
6635 - Girls Basketball	14,486	17,981	24,001	14,041	19,537
6636 - Girls Cheering	7,852	8,321	9,144	8,103	13,199
6637 - Girls Cross Country	879	4,048	7,687	863	14,506
6638 - Girls Field Hockey	17,879	18,699	15,184	19,034	21,234
6639 - Girls Gymnastics	9,325	10,107	8,846	9,791	11,391
6640 - Girls Ice Hockey	12,250	19,358	44,143	16,504	20,585
6641 - Girls Indoor Track	15,938	21,196	19,514	17,480	17,725
6642 - Girls Lacrosse	14,390	14,462	15,342	14,031	16,431
6643 - Girls Outdoor Track	2,662	3,591	3,318	3,105	16,948
6644 - Girls Soccer	19,880	17,004	16,005	19,370	18,474
6645 - Girls Softball	18,748	22,330	18,977	21,267	24,467
6646 - Girls Swimming	7,718	6,826	8,742	5,865	5,865
6647 - Girls Tennis	5,434	5,576	10,401	5,575	10,271
6648 - Girls Volleyball	21,640	16,465	18,684	18,852	17,956

6649 - Fall Equipment Manager	8,000	8,000	7,619	2,998	11,005
6650 - Winter Spring Equipment Manager	-	-	-	-	-
6651 - Ticket Business Manager	3,905	3,719	3,905	-	3,905
Program Description	FY17 Expended	FY18 Expended	FY19 Expended	FY20 Budget	FY21 Proposed
6655 - Cross Country	5,676	-	-	-	-
6700 - C&I Leadership	57,613	113,244	103,336	35,144	77,420
6705 - C&I ELL	97,722	101,110	110,224	128,977	130,963
6710 - C&I Health/Wellness	72,396	67,514	74,882	71,552	71,969
6715 - C&I Science	128,806	130,631	114,838	156,905	193,711
6720 - C&I Math	185,804	160,899	160,522	164,369	166,588
6730 - C&I World Languages	49,588	102,772	109,074	116,316	118,503
6740 - C&I English	136,284	124,824	144,527	141,275	143,494
6745 - C&I Social Studies	135,244	135,946	152,465	147,802	149,965
6750 - C&I Visual Art	89,598	93,688	114,910	96,570	98,118
6755 - C&I Performing Art	19,076	66,602	96,658	83,559	84,871
6760 - C&I Reading	217,568	287,882	425,941	421,596	435,552
6800 - PK - SPED	291,118	319,628	322,869	366,255	388,557
6803 - Pupil Services (504)	21,395	18,307	19,918	18,827	18,827
6806 - Sped Admin/Management Services	1,092,991	1,129,890	1,202,290	1,283,665	1,253,094
6809 - SPED Teacher	2,559,534	2,483,547	2,950,982	3,243,821	3,857,930
6812 - OT/PT	610,486	616,667	555,447	652,319	697,258
6815 - Alternative Program	210,455	196,639	184,900	207,424	227,476
6818 - Speech/Language	492,856	392,681	458,662	582,244	511,777
6821 - Behavioral Support	620,612	589,448	691,226	734,174	804,135
6824 - Inclusion Support	394,322	552,300	666,119	770,556	1,075,061
6827 - Self-Contained Academic Instruction	1,430,074	1,529,592	1,306,621	1,711,176	1,773,793
6830 - Medical Services	51,268	125,021	112,362	132,953	152,523
6833 - Social Workers	1,216,573	1,236,055	1,255,762	1,435,084	1,522,774
6836 - Psychologists	1,278,040	1,095,633	1,054,763	1,094,511	1,111,620
6839 - Team Chairs	935,208	1,291,734	1,345,645	1,605,634	1,778,444
6842 - Adaptive Technology	23,774	29,048	85,438	116,597	122,675
6845 - One to One Assistance	414,051	460,554	501,416	671,473	655,763
6848 - Out of district tuition Day Students	2,770,065	3,156,317	2,512,878	3,254,941	3,287,581
6851 - Out of district tuition Residential	4,134,070	4,434,710	4,154,151	5,125,840	4,712,174
6854 - SPED summer program	494,960	521,132	483,271	486,214	288,493
6857 - SPED contracted Service	60,613	77,780	81,911	80,042	80,042
6860 - SPED testing and assessment	68,930	61,954	46,787	44,651	44,651
6863 - SPED Curriculum	1,349	5,374	5,454	5,552	5,552
6866 - Legal Services Special Education	83,189	27,087	87,636	27,881	27,881
6900 - School Committee	120,304	124,308	124,379	120,080	126,868
6905 - Legal Services School Committee	72,810	89,403	65,523	147,906	147,906
6910 - Superintendent	453,756	477,201	499,233	603,220	615,329
6915 - Admin for Curriculum & Personnel	1,184,584	928,973	927,956	660,944	666,578
6920 - Business Office	490,043	535,935	568,974	529,362	532,035
6925 - Payroll	342,460	372,353	382,328	383,818	395,364
6930 - Grants Development	102,775	104,735	107,405	112,375	116,945
6935 - Human Resources	219,161	223,207	242,451	257,476	275,342
6940 - Information Technology	894,574	966,389	1,167,249	1,065,366	1,191,544
6945 - Student Data and Assessment	165,205	127,657	131,580	246,374	263,012
6948 - Vocational School Tuition	39,700	38,630	22,286	34,577	34,577
6950 - Food Services	-	-	-	9,994	9,994
6955 - Traffic Supervisors	144,087	163,103	198,715	195,317	199,190
6960 - Facilities Maintenance	2,782,432	2,946,339	3,315,443	2,967,106	3,687,340
6965 - Custodial Services	1,821,453	1,885,753	2,185,623	2,028,526	2,169,477
6970 - Transportation Regular Ed	152,603	233,042	248,447	286,650	261,150
6975 - Transportation Special Ed In District	545,611	572,041	673,890	673,349	734,536
6980 - Transportation Special Ed Out of District	933,579	796,991	847,596	873,157	873,157
6985 - Athletics Transportation - Boys	51,338	54,363	41,836	46,925	46,925
6986 - Athletics Transportation - Girls	39,793	50,922	31,885	43,906	43,906
6990 - Transportation Homeless	134,971	17,676	41,360	19,391	19,391
6998 - Systemwide Expense	44	7,208	1,422	158,208	38,208
6542 - Instrumental Music	-	-	-	30,000	-
6657 - Skiing	-	-	-	-	31,826
6857 - Guidance	-	-	-	-	65,000
Grand Total	63,472,879	66,924,913	71,226,539	77,939,773	82,537,634

Object Summary

This is the view familiar to those who look at the monthly expense reports. Similar to the cost center and program views, the object summary includes the FY17, FY18, and FY19 final expense totals, FY20 budget and the School Committee's Proposed FY21 Budget. The object codes capture the type of expense. This summary view allows us to look at the School department budget by broad categories of expense.

Object Description	FY17 Expended	FY18 Expended	FY19 Expended	FY20 Budget	FY21 Budget
8092 - Custodial/Overtime	167,899.04	167,683.32	183,848.52	100,000.00	100,000.00
81111 - Administration Sal & Wages	4,098,484.33	4,736,850.30	5,276,334.06	5,380,325.00	5,702,965.00
81112 - Teacher Salary & Wages	32,997,973.45	34,633,144.56	37,361,288.80	41,908,919.00	44,540,334.00
81113 - Custodial Salaries	1,248,994.36	1,253,853.77	1,438,500.77	1,529,987.00	1,632,138.00
81114 - Food Service Salary Wages	187,761.39	201,402.51	219,891.15	189,500.00	-
81115 - Clerical Salaries	1,852,547.88	1,942,046.32	2,041,297.63	2,113,956.00	2,132,208.00
81116 - Full Time Teacher Aides Sal	2,834,642.73	3,065,563.22	3,476,309.35	4,165,513.00	4,922,888.00
81117 - Other Full Time Salaries	2,154,203.50	2,251,332.08	2,638,513.72	2,811,759.00	3,238,000.00
81118 - Part Time Salary Wages	133,232.88	153,685.74	188,173.48	187,822.00	191,695.00
81119 - Sped Summer School(Hardy)	141,523.19	174,551.17	171,636.92	174,893.00	-
81120 - Bus Monitors	29,572.50	16,872.50	8,200.00	24,985.00	-
81200 - Temp Salaries/Build Princ	-	-	75.00	-	-
81201 - Temp Salaries Professional	314,523.73	272,581.13	384,676.77	389,211.00	389,211.00
81202 - Temporary Salary Wages Other	396,987.82	412,600.06	450,181.50	378,247.00	505,723.00
81203 - Substitute Teachers Day To Day	277,617.30	292,622.63	309,498.28	266,661.00	266,661.00
81204 - Extended Term Sub Teacher	421,845.71	497,661.76	552,857.69	480,216.00	477,471.00
81205 - Student Activity Support Stip	132,759.78	130,325.57	151,816.54	122,373.00	122,373.00
81206 - Temporary Clerical Help	32,533.95	33,843.39	23,899.70	29,982.00	29,982.00
81210 - Academic Teacher Leadership	83,956.13	86,373.52	132,324.09	77,947.00	77,947.00
81215 - Administrative Stipend	48,167.22	68,676.54	69,200.79	71,559.00	71,559.00
81301 - Overtime Peakload Requirement	32,028.00	24,330.88	44,184.60	45,971.00	45,971.00
81302 - Cust/Snow/Ice Removal	44,430.27	44,535.00	62,143.88	14,991.00	14,991.00
81304 - Maintenance Salaries	477,457.44	509,869.87	405,445.43	610,871.00	690,839.00
81305 - Maint/Wk Out Of Classification	4,489.40	4,202.59	4,431.19	7,163.00	7,163.00
81307 - Permit	22,474.56	23,824.69	24,990.23	-	-
81308 - Out Of Classification Salary	8,999.00	10,295.16	15,768.52	600.00	600.00
81310 - Call Back	11,425.30	12,116.99	16,151.54	8,994.00	8,994.00
81313 - Auto Allowance	13,858.52	11,479.84	1,565.79	14,991.00	13,992.00
81314 - Custodial Clothing Allow	10,194.52	9,200.00	11,100.00	11,193.00	11,193.00
81316 - Custodial Absence/Vacation	69,999.28	64,532.13	70,464.59	50,469.00	50,469.00
81317 - Custodial/Additional Cleaning	-	-	-	-	-
81318 - Teacher Room Moving	24,417.87	21,258.21	24,307.13	8,795.00	8,795.00
81320 - Skills Stipend	1,652.58	1,806.57	1,788.39	2,499.00	2,499.00
81322 - Other Stipends	29,072.35	26,629.74	34,685.60	27,734.00	27,734.00
81323 - Custodial Athletic Events	11,257.15	11,884.13	12,998.61	15,518.00	15,518.00
81413 - Longevity/Teachers	268,555.06	333,502.91	381,410.00	410,044.00	408,721.00
81414 - Longevity Admin	10,832.00	15,548.86	21,340.66	14,189.00	14,189.00

81415 - Longevity Clerical	23,150.00	25,900.00	27,274.00	24,636.00	24,636.00
81416 - Longevity Cust	21,267.03	14,997.31	21,838.69	16,490.00	16,490.00
Object Description	FY17 Expended	FY18 Expended	FY19 Expended	FY20 Budget	FY21 Budget
81730 - Pensions	8,890.65	8,594.93	2,571.83	2,399.00	2,399.00
81731 - Mtrb Pension	121,502.55	125,098.39	121,838.40	127,444.00	127,444.00
81760 - Clothing Allowance	14,053.80	12,914.40	13,341.40	11,093.00	11,618.00
81765 - Auto Allowance	-	118.44	6.54	-	-
82103 - Power Electricity	900,002.00	894,992.63	1,048,370.27	902,070.00	1,362,823.00
82104 - Natural Gas	442,208.92	458,627.82	553,681.66	430,085.00	578,000.00
82403 - Plumbing Services	19,712.27	57,311.20	34,918.13	53,668.00	53,668.00
82404 - Roof Repairs	5,682.79	9,930.71	12,058.00	9,288.00	9,288.00
82405 - Flooring Supplies/Services	183.98	22,012.89	14,713.94	20,640.00	20,640.00
82407 - Masonry Supply Services	-	-	-	4,691.00	4,691.00
82408 - Electrical Services	45,163.92	27,553.81	53,992.03	25,895.00	25,895.00
82409 - Grounds Supplies	4,724.40	7,733.00	5,696.25	11,916.00	11,916.00
82410 - Painting Services	3,685.38	2,326.59	8,548.02	2,158.00	2,158.00
82411 - Window Glass Service Supplies	6,354.45	2,733.16	6,988.87	2,533.00	2,533.00
82412 - Hvac Contracted Services	80,578.25	47,126.63	55,650.59	44,097.00	44,097.00
82414 - Boiler Contracted Services	36,195.96	40,972.58	43,979.91	38,561.00	38,561.00
82415 - Snow Removal Contracted	83,495.00	68,484.50	119,606.00	64,647.00	64,647.00
82420 - Elevator Maintenance Repairs	31,670.00	66,012.59	36,651.90	61,923.00	61,923.00
82703 - Equipment Rental	86,843.28	86,413.07	96,392.24	77,396.00	77,396.00
82904 - Custodial Supplies Cleaning	367,121.70	433,124.70	487,684.36	406,347.00	423,147.00
82905 - Extermination Services	3,153.54	7,469.00	5,982.00	7,037.00	7,037.00
82998 - Grey Bills From Town	10,632.37	-	-	-	-
82999 - Misc Maintenance Services	2,020.01	968.09	48.37	10,932.00	10,932.00
8300 - Contracted Services	11,372.88	31,919.09	6,720.49	-	-
83101 - Professional Tech Services	1,013,449.60	968,199.51	1,216,495.36	944,525.00	1,005,844.00
83102 - Legal Services	156,473.83	117,094.78	152,635.53	176,779.00	176,779.00
83201 - Tuition Other Schools	7,375,861.41	8,059,653.05	7,107,895.58	8,856,816.00	8,443,734.00
83301 - Contracted Transportation	1,332,101.13	1,131,775.86	1,186,724.95	1,234,693.00	1,245,493.00
83302 - Field Trips	15,530.71	25,605.41	23,721.65	18,547.00	18,197.00
83303 - Otto Busing Reimburse	6,268.80	4,337.40	5,354.40	5,120.00	2,821.00
83402 - Telephone/Pagers	29,520.00	29,130.01	30,900.00	33,428.00	27,693.00
83403 - Advertising	1,679.99	1,169.94	2,320.45	1,957.00	1,957.00
83404 - Reproduction/Printing	5,662.25	7,430.60	8,375.67	9,991.00	9,991.00
83405 - Postage	29.54	244.31	67.35	712.00	712.00
8350 - Curriculum Supplies	4,226.76	3,254.95	2,702.05	39,928.00	39,928.00
83802 - Environmental Services	560.00	1,665.00	5,149.22	1,595.00	1,595.00
83803 - Security Services	14,620.50	17,211.35	37,425.78	16,231.00	16,231.00
83804 - Athletic Services	206,830.50	204,278.59	205,322.36	205,705.00	186,898.00
83807 - Insurance	49,606.00	46,452.00	46,452.00	49,884.00	49,884.00
83808 - Safety Equip And Testing	-	-	-	690.00	690.00
84201 - Office Supplies	58,569.55	64,177.93	73,077.10	66,909.00	66,909.00

84303 - Plumbing Supplies	40,969.08	52,489.73	24,555.07	49,257.00	49,257.00
84306 - Carpentry Supplies Doors	32,306.16	54,868.88	25,720.23	51,414.00	51,414.00
84308 - Electrical Supplies	24,502.28	19,261.24	16,909.79	18,107.00	18,107.00
84312 - Hvac Supplies	18,878.29	26,724.48	22,325.94	25,051.00	25,051.00
Object Description	FY17 Expended	FY18 Expended	FY19 Expended	FY20 Budget	FY21 Budget
84321 - Equipment Maintenance	26,334.14	33,513.99	33,845.79	32,545.00	32,545.00
84325 - Weather/Urgent Repairs	846.08	-	-	-	-
84399 - Misc Maintenance Supplies	2,810.24	5,529.61	1,855.00	5,160.00	27,160.00
84802 - Motor Vehicle Repair	69,548.84	94,372.46	72,389.25	102,145.00	102,145.00
84803 - Gas & Oil	28,419.96	33,427.09	42,991.58	35,412.00	66,412.00
84902 - Food Supplies	36,155.87	28,102.84	48,029.15	45,836.00	45,836.00
85100 - Educational Supplies	16,779.86	8,914.72	9,301.75	7,561.00	7,561.00
85101 - Repro Paper Toner Supplies	110,600.20	98,018.26	99,698.23	99,380.00	99,380.00
85102 - Testing Materials	28,301.91	20,264.11	43,813.23	25,253.00	25,253.00
85103 - Instructional Materials	592,555.07	617,866.45	566,285.05	684,763.00	872,025.00
85104 - Athletic Supplies	79,295.22	85,928.81	70,404.93	75,019.00	75,019.00
85106 - Textbooks Books Periodicals	130,968.18	123,235.37	167,498.33	126,915.00	125,616.00
85107 - Instructional Services	-	-	1,250.00	-	-
85110 - Instruction Equipment	25,331.39	10,140.19	25,537.69	11,722.00	11,722.00
85201 - Medical Surgical Supplies	21,519.21	24,303.97	24,705.99	90,849.00	30,849.00
85802 - Computer Supplies	17,639.34	75,378.79	19,802.56	60,025.00	54,685.00
85803 - Graduation Service Ceremonies	14,344.55	12,100.00	14,161.07	11,869.00	11,869.00
85804 - Computer Software	264,762.82	203,672.52	276,295.25	230,629.00	259,031.00
85806 - Misc Supplies	2,197.48	2,010.15	1,591.30	2,221.00	2,221.00
87101 - Business Travel	4,594.39	4,369.83	6,075.46	6,248.00	6,248.00
87105 - Workshops Stipends/Green Slip	37,233.99	34,953.91	12,687.62	12,579.00	12,579.00
87106 - Graduate Course Reimbursement	16,230.50	29,982.10	25,152.00	13,129.00	13,129.00
87202 - Training Educ Conf & Attendanc	235,048.50	216,923.54	285,780.03	293,930.00	293,930.00
87203 - Title Ii Covenant Sch Training	1,054.00	-	1,008.00	759.00	759.00
87204 - Title Ii Dearborn Sch Training	2,646.00	-	-	-	-
87205 - Title Ii Germaine Training	129,614.93	196,872.28	44,394.28	-	-
87207 - Title Ii St Agnes Training	4,015.00	4,719.40	3,517.28	2,597.00	2,597.00
87208 - Title Iia-Arl Catholic	6,193.00	9,953.00	2,387.00	6,201.00	6,201.00
87301 - Professional Affiliations	73,739.96	55,750.71	60,159.71	77,598.00	77,258.00
87601 - Court Judgements Settlement	-	300.00	523.00	497.00	497.00
88501 - Capital Equipment/Furniture	78,794.62	23,735.43	9,201.16	4,024.00	54,024.00
88502 - Computer Network Telecom	-	2,845.34	-	2,662.00	2,731.00
88550 - Computer Equipment Hardware	92,455.94	8,038.02	6,001.16	20,395.00	33,717.00
88560 - Space Rental	-	47,500.00	-	40,688.00	40,688.00
88920 - General Construction Contract	-	-	60,572.00	-	-
88925 - Engineering Services	-	83.49	-	-	-
89203 - Credit Card Charges	9,165.85	7,058.57	5,638.41	-	-
Grand Total	63,472,878.74	66,924,913.16	71,226,538.55	77,939,773.00	82,537,634.00

2019-2020 APS Selected Highlights and Accomplishments

From September through March 12, 2020, students attended classes at 11 Arlington Public Schools, Preschool-Grade 12, in their classrooms with their teachers and administrators. On Friday, March 13, all Arlington school buildings closed because of the COVID-19 pandemic. Extracurricular activities, including athletics and performing arts events, were canceled. Remote learning began on Monday, March 16 with enrichment activities for all grades shared through the APS website and outreach by teachers to their students. Arlington's initial remote learning plan for April 6-May 4 provided options for students to explore, create, and stay engaged in learning and prioritized maintaining teacher and student connections. This plan also noted that remote learning can in no way replace what happens in our schools during a regular school day. As the weeks passed by, Governor Baker announced that Massachusetts' school closure would extend through the end of the 2019-20 school year.

The first phases of remote learning focused on maintaining teacher and student connections and engaging students in enrichment and deeper learning activities. Arlington's second remote learning plan for May 4-June 19 outlined the way schools would start teaching essential concepts and skills for students to be prepared for the next grade or course. This phase also continues to prioritize teacher and student connections. New material is shared through asynchronous lessons while student connections with teachers and peers are the key aim of synchronous sessions. These decisions were made with equity and inclusion at the forefront. Special Education and English Language Learning services were provided in both remote learning plans.

The following updates by school and department summarize September 2019-mid-March 2020 highlights.

SCHOOL UPDATES

Arlington High School - Principal Matthew Janger

Arlington High School (AHS) continues to provide high levels of academic quality and a positive environment in spite of persistent challenges in facilities and budgets. We continue to grow in a number of areas including the use of technology, school climate, student leadership, and learning beyond the school walls.

AHS continues to excel on assessments of academic quality reflecting both high achievement and improvements in academic equity. AHS has again received Gold Medal distinction in the U.S. News & World Report Best High School Rankings, rising in its ranking for the 5th consecutive year both in the state and nationally. This year AHS ranked 9th among Massachusetts schools, up from 12th the year before, and in the top 2% of schools nationally. (Arlington is recognized as a top school in science, technology, engineering, and mathematics, or STEM, ranking 166 nationally. In addition, APS was named a 2018 recipient of the US Department of Education's Massachusetts Green Ribbon School District, being listed as an environmentally aware and civic-minded school system.

Students at AHS also continue high levels of performance in the National Merit Scholarship Competition over the years:

	Winners	Finalists	Semi-Finalists	Commended
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Class of 2013	-	3	3	18
Class of 2014	3	6	6	24
Class of 2015	2	2	2	24
Class of 2016	2	5	5	16
Class of 2017	1	3	3	21
Class of 2018	2	4	4	17
Class of 2019	1	1	1	23

Our information on postsecondary plans shows that 95.6% of students in the Class of 2019 continue their education with 93.8% attending college, 1.8% attending technical programs, prep schools, and career education/apprenticeship programs. .6% planned to serve their country in the military venues, and 1.2% planned to take a Gap Year or other program. An additional 1.5% planned on entering the workforce. Thus 99.2% of students in the Class of 2019 had a plan after graduation.

According to the Arlington High School Naviance data, college acceptance and attendance remains excellent. The stability of AHS postgraduate statistics is noteworthy considering the higher enrollment numbers in each senior class, the record-breaking numbers of students in and out of the country vying for limited admissions slots, and the waning means to fund the cost of a college education. We are so proud of our students and families for setting their goals high!

Arlington has been expanding our offerings and building our capacity to allow students to learn beyond the traditional classroom, varying how, when, where, and what they learn to serve their interests and needs. These efforts include uses of MOOCs (Massive Open Online Courses), interdisciplinary certificates, internships, online courses, BYOD (bring your own device), and an emphasis on maker culture.

MOOCs are online courses offered online and open to the public. Students learn the provided materials (lectures, readings, videos) and are assessed by online quizzes and peer feedback. While these programs provide good content, they have been limited in their success in creating consistent learning or effective assessment and feedback. Arlington has developed a highly successful blended model in which students or staff may propose a course. Students take the course along with a staff member who helps create context, community, appropriate feedback, and supplements and approves the assessment. This approach proved a boon during the school closure resulting from COVID 19. During the closure period over 300 students participated in these online courses for credit. We expect to offer even more over the summer to help compensate for the loss of learning opportunities during the spring and summer.

Titles included:

Arranging for Songwriters (Berklee College of Music)
Art of the MOOC: Activism and Social Movements
Beginning Python
Cultural Diversity in American Life and History
Feminism and Social Justice
Game Theory
Gender and Sexuality: Health, Diversity, and Inclusion

Hacking Exercise for Health
Introduction to Music Theory
Learning How To Learn
Learning How To Learn
Modern Art and Ideas
Positive Psychology: Applications and Interventions
Psychology of Criminal Justice
Relativity and Astrophysics
Science of Well Being
Shakespeare's Life and Work
Star Trek II: Inspiring Culture & Tech
Star Trek: Inspiring Culture and Technology
The Addicted Brain
The Art of Vocal Production

In the past five years, AHS has transformed its ability to take advantage of the enriching and engaging potential of digital technology in the classroom. AHS has embraced the presence of digital devices in all classrooms by inviting all students to bring their own devices to school (BYOD). Teachers have moved their assignments and feedback online through Google Apps for Education. Tight budgets have made us creative in using a mixture of Chromebook, iPads, computer labs, and repurposed laptops to support student and classroom access to digital technology. We have been able to economize by replacing most laptops with more economical Chromebooks. This has allowed us to provide more student access to devices and specialized devices for higher needs applications. The move of the state MCAS assessment online now requires us to upgrade and increase the reliability of our Chromebook stock. This is reflected in the district tech plan.

As we prepare for our move to a new building, AHS has embraced the potential of collaboration, hands-on learning, and design thinking. Our Makerspace in the old woodshop has become an active hub for sculpture, physics, social studies, and other classes looking to enhance hands-on learning and design thinking. The upgraded CADD/Digital Media Lab was moved adjacent to the Library to support the collaboration between research and fabrication facilities, with its own design software, 3D printer, plotter, and photographic printing capacity. We have created a Smart Lab (digital makerspace) in the Library/Media Center as well. This includes a new AEF sponsored 3D printer, vinyl cutter, laminator, and printing abilities. Our Digital Production Studio also received an upgrade, rounding out our makerspaces. We now have two CNC (computer numerical control) laser cutters, located in both the CADD/Digital Media Lab and the Makerspace. These allow students to digitally transfer cut-outs and images to wood and other materials.

The expansion of our maker culture has culminated in the launch of our STEAM (Science, Technology, Engineering, Art, and Mathematics) Design Thinking Certificate. This interdisciplinary certificate is meant to encourage and recognize students who achieve a set of skills and activities across multiple classes and extracurricular activities. The AHS Innovation and Design Thinking Certificate is a program that students elect to participate in to foster the skills related to effectively applying their STEAM-based skills and knowledge. Students will apply brainstorming and problem-solving techniques to their project-based school work and document the process in a web-based portfolio. The program will culminate in an independent project their senior year, overseen by an advisor, solving a real-world problem that the student has identified. Students who meet the requirements will receive an AHS Innovation and Design Thinking credential on their transcript

and be recognized for their focused interest and effort in STEAM-related fields.

This year, AHS welcomed roughly 20 international students to our school as well as hosting visiting groups from Japan. This was down from previous years, due to changes in immigration policy and fears related to COVID 19. Our own student groups traveled to Vietnam, but trips to South Africa, Japan, and England were canceled due to the pandemic. While we will need to review our options for international travel and exchange as the world responds to COVID 19, we remain committed to Global education, travel, and exchange. To increase student access to these trips we have established an AHS International Travel Fund to offer scholarships for student travel. We had the capacity to award \$10,000 in scholarships this past year.

AHS continues to focus on social-emotional learning, cultural proficiency, and educational equity. Now in their third year and building on our experience with Mental Health Awareness Day, we continued Wellness Day and Inclusion Day to help staff and students, focus attention, build capacity, and spark action on issues related to social-emotional learning and cultural competency. Each day was designed to feature a series of speakers and choice of workshops run by staff, students, and outside experts. Unfortunately, we were forced to cancel our Inclusion Day, as it fell during the school closure.

The mission of Wellness Day was to:

Increase awareness and decrease stigma associated with mental health struggles and seeking help

Increase self-care and wellness skills for students and staff

Take a break from our usual routine to care for ourselves

Display the importance of overall wellness and balance in our lives as both youth and adults

Inclusion Day was intended to highlight and support equity, diversity, and inclusion in our school community through activities that promote sharing and discussion. It is an opportunity to focus attention on equity, understanding, and sharing regarding the different cultures and communities that make up our school.

Over the past three years, AHS has partnered with Think:Kids, a program in the Department of Psychiatry at the Massachusetts General Hospital, to pilot an approach to school discipline known as Collaborative Problem Solving (CPS). Rather than trying to motivate kids to behave better, CPS builds relationships and teaches skills through a process of helping adults and kids learn how to resolve problems collaboratively. In its initial phase, the approach has shown a 45% reduction in the need for out-of-school suspensions. Over the first two years, all staff received introductory training and a leadership cohort participated in team coaching. In 2019-20, we reorganized the schedule to allow for twice-monthly coaching and training for all staff in CPS. With the closure, it was difficult to identify trends in student behavior, but we saw positive patterns and saw significant improvement in staff understanding and buy-in to the approach. In 2020-21, we expect to maintain training for new staff and build leadership and skills in key staff.

Our student leaders continue to be partners in our effort to build a positive and inclusive school climate and culture. Through the work of its subcommittees, the Student Council continued its Citizen-of-the-Month award, distributed mini-grants to several student clubs, and ran staff appreciation activities for custodians, counselors, and classroom teachers. With a focus on improving communication among AHS students, the Student Council launched the @ahs_ponders Instagram account to promote student events and build community through online brackets and polls. The School Spirit and Give Back committees organized Spirit Weeks in October, December, and February. Successful events included a semi-formal Homecoming Dance

and the annual Blood Drive, in collaboration with the American Red Cross. Once again, the Council sent a delegation of representatives and class officers to the Annual Conference of the Massachusetts Association of Student Councils, where the Arlington High School Student Council achieved recognition as a "Council of Excellence." The Council remained active during the closure, coordinating virtual Spirit and Teacher Appreciation Weeks, producing a "Coronacation Compilation" video, and reviewing goals for the 2020-2021 school year.

AHS continues to face significant challenges in terms of facilities, but we are excited that we have actually begun the first phases of the construction process. This spring, preparations have begun for Phase 1, which involves the construction of the new STEAM (Science, Technology, Engineering, Arts, and Math) and Performing Arts wings of the high school. The project was planned to minimize the impact on instruction, so school will continue in the current buildings. We will be building a new entrance to allow students to enter from the field side of the building and we will be relocating some rooms and offices away from the construction. We are thrilled that the community has supported this important project and excited that we will be occupying some of the new facilities in less than two years. The new building design is framed by this Educational Vision and reflects the best of what we are doing now as well as flexibility and balance for its many users and future uses.

In the meantime, we continue to focus on building cleanliness and maintenance of facilities. This year, we have missed instructional time for heat, cold, leaks, and broken bathrooms. We have aging doors, locks, and security systems. Growing enrollment has continued to tax our ingenuity to maintain program spaces. In spite of the coming building project, we will be occupying the building for the next three to five years. It will be necessary to make significant investments to maintain morale, education, safety, and security.

Athletics - Director John Bowler

I want to thank the students, coaches, teachers, administration team, parents, and community for welcoming and helping me through my first year as Athletic Director at AHS.

This fall we had 459 students participate in the nine programs that we offered. The girls soccer team made it all the way to the North Finals. Boys soccer, field hockey, and golf all qualified for the state tournament. Boys & girls cross country, football, volleyball, girls swimming, and cheerleading all represented Arlington with great integrity during their seasons.

This winter we had 393 students participate in the nine programs that we offered. Three teams won Middlesex League championships with boys' ice hockey, girls ice hockey, and wrestling all earning the title of league champions. Wrestling won the Metro Division 2 Sectional Championship for the first time in school history. Boys Hockey won the Division 1A Super 8 State Championship for the second time in the last four years. AHS is the first public school team in the history of the State to win two Super 8 Championships. Girls basketball qualified for the state tournament. Boys & girls track, gymnastics, boys basketball, and the boys swim teams also represented the school very well this past winter.

We had 399 students registered for the spring season, but unfortunately this year due to Covid-19 we did not have a spring season. Our student-athletes also volunteered at and are involved with many community organizations.

Ottoson Middle School - Principal Brian Meringer

The Ottoson Middle School's primary goal is for all students to receive a quality education and that every student feels challenged, supported, and respected. To achieve this, the Ottoson Middle School identified four areas of improvement for the 2019-2020 school year. The four areas are: 1) upgrading the science and history curriculums; 2) creating a Bridge Program; 3) improving school culture, and 4) teaching students the value of a Growth Mindset.

Our first improvement goal involved implementing new science and history curriculums. The science department created new units for seventh grade science classes. New units included force and interactions, transfer of energy, conservation of energy, and potential and kinetic energy. Additionally, the seventh grade science teachers each created a project-based learning assignment. In eighth grade, we replaced our world history class with a new civics course. The civics units included influences and foundations of democracy, state and local government, federal government, racial equality, women's equality, immigration, selected topics on equality for minority and oppressed peoples, and civics in action. The goal of this course is to provide students with a strong foundation of US government and history and to develop critical thinking, collaboration, and problem-solving skills.

Secondly, the Ottoson Middle School created a Bridge Program for students returning from long term absences due to hospitalizations, mental health needs, or school refusal issues. A group of administrators, school counselors, and social workers met with the staff from the Bridge for Resilient Youth in Transition to create this program. Our Bridge Program will support students academically and emotionally as they transition back to a full academic schedule. Before the closure of schools due to COVID 19, this group finalized plans for this program, which will begin in the 2020-2021 school year.

Our third focus was to develop a school culture that is culturally proficient, diverse, and appreciates the social-emotional development needs of middle school students. To achieve this, administration and staff participated in an all-day workshop that examined white privilege, implicit bias, systemic racism, and microaggressions. The staff also attended a workshop by METCO Coordinator Margaret Credle-Thomas that reviewed the history and goals of the METCO program. Additionally, the administration developed a protocol with the Arlington Police, the Human Rights Commission, and the Superintendent's office when encountering hate speech and/or hate symbols. Eighth grade students participated in a workshop led by Dr. Carroll Blake that addressed the use of the n-word in *To Kill a Mockingbird*. The Ottoson Middle School also developed a Peer Leaders Program to give students a voice when they encounter hate speech.

Finally, the faculty participated in a professional development program by John D'Auria on why and how to adopt Growth Mindset strategies. Teachers learned the difference between a fixed mindset and a growth mindset. Dr. D'Auria emphasized the importance of providing positive feedback to students based on their effort. Teachers implemented strategies that emphasized the value of working hard and trying new strategies when initially not succeeding at a task.

At the Ottoson Middle School, we are consistently working to improve the educational experience for all our students, and we will continue to do so in the coming years.

Gibbs School – Principal Kristin DeFrancisco

During our second year of operation, Gibbs made many strides. We welcomed 485 families to sixth grade. We were able to use our advisory program to invest students in community rules, building relationships with new classmates and teachers, and provide a space for practicing explicit social skills.

Our project block grew into a more focused effort to give students an experience with the kind of learning they will be asked to do as they begin their secondary education. Students were able to learn about what it means to be a sixth-grader and how their brains are working and growing. They did research on why a sixth grade school is a great place to go. They created a final school book that displayed all of their research. Trimester two grew what they learned about project-based learning with a teacher-led topic. We will look forward to next year as the third trimester will be centered around a “choose your own adventure” project. One Learning Community also piloted a Social Justice project block which went very well and will continue to run next year.

Gibbs students enjoyed many opportunities to be involved in performing arts and visual arts. Concerts and art shows peppered the calendar and were very well attended. Our community assemblies in school gave students the platform to share their passions. For example, the Green Team made a presentation about recycling in the cafeteria and organized and executed a way for students to volunteer their time during lunches to help the cause.

Bishop Elementary School - Principal Mark McAneny

Teaching and Learning: The Bishop teaching team continues to model the high expectations that we ask of our students. Faculty meeting time is focused on teacher/staff-led professional development in the areas of culturally responsive teaching, supporting students (and staff) who present with varying levels of anxiety and learning challenges. This work has enabled the Bishop staff to seek the appropriate resources within the school/district and approaches to teaching to ensure that ALL students’ needs and learning styles are being met.

Coaching: As the District’s Mathematics and Literacy Departments completed their phased, revised curriculum, rollouts (TERC Investigations 3 for math and Lucy Calkins for literacy 3rd grade), the need for teacher coaching has taken precedence. The teachers, staff, and coaches, at the Bishop, collaborate during weekly, monthly, and six-week data/feedback cycles for the purpose of enhancing and informing their classroom instruction. Coaching allows teachers to apply their learning more deeply, frequently, and consistently than teachers working alone. Coaching supports teachers to improve their capacity to reflect and apply their learning to their work with students and also in their work with each other.

Social Work: The Bishop social work staff has been busy with classroom teachers as they deliver the Second Step curriculum for the purpose of developing eager, curious, and cooperative learners. The elementary years bring exciting new challenges and opportunities. It’s the ideal time to nurture social-emotional competence and develop foundational learning skills.

Evidence-based Second Step social-emotional learning (SEL) for K–5 includes everything schools need to integrate SEL into their classrooms and schoolwide. Using the Second Step curriculum has been shown to decrease problem behaviors, and it is designed to promote school success, self-regulation, and a sense of

safety and support.

Environmental: Bishop's Green Team is alive and well! This group, composed of students and parents, meets regularly to explore ways that we can make added efforts to protect our environment. This was a great process for our students to experience, from identifying an area of need, advocating for change, and then seeing it happen. We are thankful for our partnership with the Town's Recycling Program, our custodial staff, parent volunteers, and student investment.

Brackett Elementary School - Principal Stephanie Zerchykov

Our goal at Brackett School is to inspire and engage our students through thoughtful and continuous academic instruction and improvement. We want our students to become caring and contributing members of our community through active involvement both academically and socially.

We began the 2019-2020 school year with a master schedule that enabled all grade level teams to have designated common planning times throughout the week. This increased collaboration time allowed coaches, reading specialists, special education staff, ELL teachers, and specialists to join these meetings and discuss student data, intervention groups, and plan for differentiated instruction to meet the needs of our students.

Also, additional staff was hired in the areas of art, music, and PE/Health to enable students in grades K-3 to have an additional art, music, PE/Health, and library block each quarter. An additional block of Digital Literacy and Chorus was created for students in grades 4 and 5, as well as continued instrumental music classes for students who chose to participate.

Last year, the Arlington Education Foundation (AEF) funded a two-year grant "Innovations in Education". The grant allowed for a school-wide reading program, One School, One Book, and allowed us to purchase books for all our students and staff. Last year's book *Fenway and Hattie* was an enjoyable read. This year those books were shared with Thompson School. This year's book was *Cilla Lee-Jenkins Future Author Extraordinaire*. One School, One Book was a great way to engage all of our students, staff, and families as a community of readers.

Our Third Annual Culture and Creativity Night was a night that brought our community together to celebrate the heritage, cultures, and traditions of our families. It was an evening of fun, learning, and sharing.

Teaching students to be good citizens means instilling in them the ideas of honesty, compassion, respect, and responsibility. Our family volunteers, teachers, and students have learned these ideals and demonstrated these qualities throughout their many works this year. We hold many drives throughout the year for Arlington EATS, drives that continued throughout the shutdown. Our school-wide community contributed to the Arlington Holiday Helper Program as well as Anton's Coats for Kids.

Dallin Elementary School - Principal Thad Dingman

Dallin Elementary School supports our district priorities of high student achievement, teacher excellence and professional learning, a positive school environment, and healthy engagement with our community. We teach and recognize three Core Values with our students - Courage, Respect, and Responsibility - and consistently

design experiences for students to practice these values in their lives in and out of school.

This year, the Dallin staff has continued our commitment to highlighting the culture in our school community by ensuring that all our students feel seen and recognized. Our social-emotional teacher leadership team meets monthly to discuss our curriculum, including special projects that promote kindness, perspective, and academic mindset. We utilize rich, diverse text that helps students begin to understand the complex issues of equity and humanity.

The Dallin staff dedicates professional learning time to our own cultural competency. Through professional readings, speakers, and sharing lessons we've piloted with students, we are moving together on a shared continuum of awareness. We have also participated in several professional learning opportunities as a staff to better implement anti-racist teaching practices and support our LBQTQ+ student community. This work will continue in years to come.

We also have connected our parent community to this work through our Cultural Enrichment Team. Additionally, Dallin has hosted multiple Diversity, Equity, and Inclusion forums for families, parents, and educators to have the opportunity to share both their wisdom and experience from raising young children, including parenting during a complex time of social change.

The Dallin staff also is piloting programs to enhance teacher wellness, which is supported by more and more research on how to improve the quality of teaching and learning in schools. Our teachers have participated in new wellness and mindfulness courses supported by our PTO. Teachers attended a conference on Social-Emotional and Arts Learning to integrate more art and music in the classroom, while also learning about the science and pedagogy that underscores these practices.

This year, we continued to support opportunities for student engagement and student voice within and around the school day. Our Student Council, comprised of 3rd through 5th-grade students, has been active in soliciting input from students K-5 on everything from the way school runs, looks, and feels. Other student leadership teams like the Go Green Club meet weekly to learn about how to support environmental wellness at Dallin. Students participate in our Math Olympiad Club, taking on challenging math problems and completing monthly math contests. This year we have also introduced a morning Makerspace Club where Dallin students are building simple robots, learning to code across different platforms, and integrating art and design elements.

Many of these activities happen because of the wonderful, supportive partnership we have with our community. Our Dallin PTO continues to support school-wide initiatives through their incredible generosity of time and resources. On top of sustaining yearly traditions like our community rummage sale, pancake breakfast, and family picnics, Dallin also utilizes parent volunteers to support the Student Science Expo, which puts the student engineers, inventors, and designers on display each year.

Dallin students and adults continue to expect the very best of each other each day. It's a wonderful place to be a learner, and we are continually grateful for the support and heart of our community.

Hardy Elementary School - Principal Kate Peretz

The 2019-2020 school year was a productive one at Hardy and throughout the Arlington Elementary schools. Thanks to the generous support provided by our school committee and our town through the passing of an override vote, we were able to completely restructure and rethink our elementary master schedules. This was made possible when additional staff was hired in the areas of art, music, and PE/Health. Buildings no longer needed to share specialist staff, and because of this, several positive outcomes resulted. These included:

A consistent schedule for students each day and one that allowed for an additional art, music, PE/Health, and library block each quarter for students in grades K-3. An additional block of Digital Literacy and Chorus was created for students in grades 4 and 5, as well as continued instrumental music classes for students who chose to participate.

Common planning times each day were created for teachers across all grade levels.

An additional block was created each week for grade-level teachers to meet with administrators to collaborate and use student data to inform decision making.

Common planning time and data meetings continued with teachers and administrators throughout the time of school closure.

Arlington Elementary Schools aligned in planning in many other ways throughout the 2019-2020 school year. Curriculum and assessment considerations and our focus on narrowing the achievement gap for students in reading were primary during professional development sessions. One strong example was the training of all first grade teachers in the use of the DIBELS reading assessment. All first grade students were assessed at the beginning and middle of the year. While the assessments were not able to be completed at the end of the year due to school closure, this data and the experience of our teachers in using this new assessment will support our ability to track students' growth in reading moving forward.

The social-emotional health of our students continued to be a priority in 2019-2020. Each school worked on several different initiatives. At Hardy, a strong partnership with adult community members at home supported professional development for teachers. Together with support from our PTO, School Council, and our Diversity and Inclusion Group (DIG) we had several successful events at Hardy this year. Some of these included:

An afternoon of exploration of our own identities as educators with True Story Theater, a professional theater group based in Arlington.

Identity & Inclusion Learning Circles - A professional development opportunity to support Hardy School faculty in better understanding and supporting children's diverse identities in the classroom. Teachers met twice during the year in self-selected learning groups (the third was scheduled during the time of school closure), each of which explored one particular aspect of identity/diversity. This supported teachers in identifying ways that their classroom environment, curriculum, and/or teaching approach can more fully reflect the diversity of children's identities. The Learning Circles also provided time for direct and honest conversations with colleagues about difference, bias, and inclusion.

Training continued in 2019-2020 with the organization PFLAG with a focus on helping teachers and students to learn about gender and the needs of our transgender students. A safe, gender universal bathroom space was created.

Faculty worked with consultants on multi-tiered systems of support and looked at structures to support students' behavioral needs using PBIS, in addition to the continuous development of our Responsive Classroom approach to learning in grades 1-5 and Tools of the Mind in kindergarten.

The curriculum Second Step was introduced and taught as a pilot at two grade levels (2nd and 5th) on the

topic of bullying. School culture building activities were continuous throughout the year and fifth grade students worked with the building principal as student leaders in efforts to maintain and strengthen the Hardy school culture.

When the next school year begins, we look forward to picking up where we left off with work that was left incomplete due to school closure. The social-emotional and educational needs of our students will continue to be our priority in 2020-2021.

Peirce Elementary School - Principal Karen Hartley

The Peirce school was off to a great start at the beginning of the 2019-2020 school year. We were given an increase in the amount of time our specialists (gym, art, music, library) were able to be scheduled at Peirce. For the first time, almost every grade had a common planning time almost every day. This allowed classroom teachers to collaborate more frequently among themselves, special education and ELL providers, and with math, science, and reading coaches. Since the teachers had common planning time, they could arrange to have common math and language arts time, which made it easier for one or out special educators to push in for a more inclusive service model.

Our Peirce School Advisory Council went right to work this year, with a keen focus on our Peirce Goal “To expand our cultural competency, and continuing our SASS work started in 2018. “ Our council consists of parents and Diversity and Inclusion Group members who were eager to help bring resources to Peirce to help us strengthen our cultural proficiency. We hosted a town-wide DIG event to promote the inclusion of special needs students in February. For the staff, we invited Tracy McKay from ‘PFLAG of Great Boston’, and Jeff Perrotti of ‘Safe Schools’. These fantastic people made an impact on our staff, helped us move our cultural proficiency forward, and gave us immediate action steps to help ensure that all of our students feel seen, safe, and loved for who they are. The COVID-19 closure canceled another event but not our passion for this work.

Additionally, we updated the words “Integrity” and “Excellence” to “Inclusiveness and Empathy in our Peirce PRIDE. (Perseverance, Effort, Inclusiveness, Responsibility, Cooperation, and Empathy).

We kept working towards our strong academic goals throughout the year. In Reading, select teachers and service providers were trained by Melissa Orkin, and we began using DIBELS to collect data and create phonics-based groupings. For math, we continued utilizing MCAS and TERC Investigations assessment data to inform our instruction, with the support of our math coach.

Peirce is a Responsive Classroom school and Peirce staff is continuing to expand the adoption of Responsive Classroom. We had more staff fully trained and three members attended the advanced training. We were able to have more staff trained over the 2019 summer, in both the course for teachers and the advanced course. Several more staff were trained in Youth Mental Health First Aid (offered by the district). This important work around our students’ emotional health will continue to be a major role as schools reopen in the fall.

M. Norcross Stratton Elementary School - Principal Michael Hanna

Obviously, the recent radical change in programming for all schools is what is on everyone's mind presently as we look back over the academic year. However, it should be remembered that the time of remote learning was only a third of the school year. It is important to highlight some of the fantastic gains in student achievement, and program Improvement that we accomplished at Stratton School, both during the first two-thirds of the school year and during and even because of this challenge of remote learning.

Stratton School launched and continued to refine a new student progress monitoring framework and protocol thanks to our new schedule and faculty investment that included additional specialist programming for all students. This was most definitely a win-win for all involved. Never before have grade-level teams been able to collaborate and inspect data on student learning progress and make instructional decisions on a weekly basis as we have this year. The investment in an assistant principal at Stratton School allowed for direct instructional leadership at all of these meetings. Additionally, students were able to engage in some of the most preferred learning that they have with an additional Art, Music, PE/Wellness, or Library/Media Studies section. We have documented growth in student achievement both in the Aggregate and in very important subgroups that we were hoping to be able to demonstrate on this year's MCAS!

Our diversity equity and inclusion group sponsored both on-site programming and the infusion of enrichment into the classrooms that profoundly altered the breadth of perspective that students were able to learn about. Perhaps equally important what's the degree of parent and school collaboration in the review of needs and design of programming. our school-to-home connections strengthened this year in a way unique to my experience in leading Stratton School.

Finally, of course, Stratton School was the first to begin shifting our instructional approach in response to what became eventually a worldwide pandemic. This seems to be an appropriate opportunity to express my personal perspective as a career educator on what schools generally have done over the past 3 months, and what Arlington and Stratton School have done in particular. I believe that outside of healthcare workers, no other profession has had a more demanding task than those of us in schools. Not only have we completely reinvented and recreated our entire professional framework, but we did so under the significant strain of urgency from families to do so in as high a quality way that they've grown accustomed to, immediately. It would be a bit like a high-quality restaurant being told that starting tomorrow, you will tutor all of your customers at home on how to cook your dishes. The common mindset of American public school educators led many of them to respond without hesitation. And in Arlington and at Stratton School, in particular, I can say that I witnessed relentless commitment, problem-solving, professionalism, and a constant urgency that yielded the very best programming that could possibly be turned out in that short period of time. There are fair pieces of critical feedback and recommendations to be leveraged for an even better experience for our students starting next fall, and we are already building those improvements. It is important to note, however, that given the boundaries within which all public schools work, Stratton School teachers had one moment after another of intense effort to make things as enlightening as possible for the students they lead and care so much about; I wish I could run the film on some of what I've seen. The degree to which they did not meet student or parent expectations is possibly more important to them than anyone else.

Thompson Elementary School - Principal Karen Donato

Thompson School hit the ground running for the 2019-2020 school year! Fortunate to reap the benefits of some important staffing and scheduling improvements, teachers and administration solidified weekly time to meet to discuss our students, curriculum, and support systems. In addition, teachers have multiple

opportunities throughout the week to meet and plan as a team. These prove invaluable as we continue to reflect on the needs of our students and the ways in which we make our curriculum and programs accessible to all of our students and families.

This year we focused much of our Enrichment on the areas of Literacy and Diversity. We hosted numerous authors, including Sadia Faruqi, Lauren Tarshis, and Lee Bacon to name a few. Bringing in authors to share their beginnings and speak about their craft inspires our students to be more reflective of their work, and have first-hand experiences on what their futures can hold! We were also very fortunate to have Norah Dooley and Veronica Tutson, from Young Audiences of Massachusetts, join us for a Storytelling Residency. All staff had the opportunity to meet and plan with our Resident Storytellers, and then all students were able to participate in workshops with them. Ultimately, all students were able to explore the process of creating and expressing their stories with their peers and teachers.

Our continued commitment to leaving the Earth better than we found it did not fall short this year! Our active Green Team led the charge by hosting multiple rallies for Climate Change, empowering our school community to make small changes for great gains. In addition, we participated in presentations and creations with “Garbage is My Bag!” What a fun way to take a look at our daily refuse and find creative ways to reduce, reuse, and recycle. In addition to our Green Team efforts, this year also brought us our biannual Science Expo! From having SALT the giant inflatable whale, collaboration with OMS Green Team, a portable Planetarium from the Museum of Science, to making flubber, music, and instruments - it did not disappoint. The community turned out in large numbers to support and experience this amazing event.

The Thompson DIG also took a more prominent role and collaborated with stakeholders in an effort to gain greater insight into the needs of the community. Hosting multiple listening sessions, utilizing a parent survey, and supporting town-wide efforts we have been able to determine some areas of success and in need of improvement. We were also fortunate to host Liza Talusan for an evening of discussion around “Building Skills for Difficult Conversations” shortly before school closure.

Our ongoing partnerships with Arlington EATS, Cradles to Crayon, ABGC, Fidelity House, and TASP, help to support our goals of meeting the needs of all of our students. We consider ourselves very fortunate to have a strong community composed of our Staff, Parent Teacher Organization, active Green Team, DIG group, and community-based programs.

Menotomy Preschool - Coordinator Joyce Schlenger

Menotomy Preschool continues to grow and thrive as we teach and service the youngest learners in our community. MPS has six integrated preschool classrooms (one of which was housed in Hardy School this year) and one sub-separate classroom, enrolling a total of 106 preschool-aged students. There are also 38 preschool-aged students that come to Menotomy Preschool to receive Special Education Related Services (Speech/Language, PT, OT & Social Work) each week.

MPS is proud to continue to be part of the MA Pyramid Model Consortium, a state initiative to provide social/emotional best practices and learning to our youngest learners. “We Are Kind, We Are Safe, and We Are Engaged” are the expectations we teach in our classrooms and throughout our school. Our students learn by doing what it means to be kind, safe, and engaged. We have created a social/emotional lending library for

our families, which provides stories and related activities for the home that mirror our teachings at school. We provided workshops run by our social worker on “Positive Solutions for Families”. MPS also ran a very successful parent night for our families in which teachers and providers created visual boards to be used in the home. Finally, we were looking forward to a Parent Lecture Series with Dr. Christopher Willard on Preschool Mindfulness and Dr. Michael Thompson on “The Pressured Child” prior to the school closure. MPS is proud to work and collaborate with approximately 35 other cities/towns in Massachusetts to share this most important work with our preschool community in Arlington.

Yes, we play and have fun as part of our learning with preschoolers, teaching them valuable beginning math, writing, phonics, and social/emotional lessons. We employ the Building Blocks math curriculum in which our students learn about the characteristics of a shape, numeral recognition, patterning, counting objects, sorting objects by characteristics, and making groups. Our Learning Without Tears Curriculum teaches our preschoolers that all letters are made up of lines and curves - they explore lines and curves, create letters with line and curve pieces and eventually begin tracing and writing actual letters. Our Lively Letters curriculum utilizes stories and catchy tunes to teach our preschoolers to recognize letter names and to make the sounds of each letter. Finally, our Second Step curriculum teaches our students that everyone has feelings, what it feels like to have those feelings, and how to react when feeling those feelings. They also learn valuable ways to problem solve with their peers. We are busy and our learning is essential while having fun while learning!

In addition to the rich Early Childhood Curriculum we implement, we also are visited by a Music Teacher twice a month and the Caring Canines (therapy dogs) program once each month.

For our preschool families, Menotomy Preschool is the first impression they have of the Arlington Public Schools, and our teachers, service providers, and administrative staff work hard to ensure that our community is a place in which children (and their families) feel Safe, Kind and Engaged.

DEPARTMENT UPDATES

English Language Arts (ELA) K-12 - Director Deborah Perry

At the elementary level, the literacy coaches--Linda Hanson and Ally Magalhaes, Shannon O'Brien and Maria Amato-- have been working with teacher leaders to further support the Lucy Calkins Reading and Writing Units of Study. Coaches have also worked with teachers to finish the introduction of the reading units at two levels. These units focus on fostering engagement through student choice, plus building stamina and independence with a variety of reading genres. In the primary grades, our work has focused on adding additional phonics work and assessments.

Teachers at the middle school level continue to envision their work in new ways. Sixth grade teachers have added new titles, and initiated book clubs as a way to encourage independence and personal involvement in reading. Seventh grade teachers are investigating new titles as are eighth grade teachers. In all three grades, teachers have been working with students to develop confidence and resilience.

Enrollment in AP courses remains high. At the same time, we have introduced learning approaches in our honors and level A American Literature classes in order to include some of the non-fiction work from the AP

Language course. Our grade 9 and 10 co-taught classes have provided teachers new perspectives and approaches that we can use at all levels.

English Language Learners (ELL) K-12 – Director Carla Bruzzese

The ELL team continues to write curriculum for various English proficiency levels. The team is focusing initially on entering and beginning level students. Writing ELL curriculum is a major endeavor. This year, ELL teachers continue to pilot new units created from newly written curricula in various content-related topics, including national parks and animals.

School Counseling and Social-Emotional Learning – Director Sara Burd

While most of the past few months have had the school counselors working tirelessly to connect with students and families to ensure relationships continue, the 2019-20 school year also saw the further development of the school counseling programming across the district grades 6-12. Mission statements were renewed and rewritten with a focus on equity and growth for all students. Whole school programming at the Gibbs and Ottoson continued to reach out to all students with Children's Grief Awareness Week, The Great Kindness Challenge, It Starts With Hello, Signs of Suicide (SOS) and many more. Students new to the district were welcomed and supported in new innovative ways and students in need of executive functioning skill support were able to access new support groups run by the counselors. Interns from a variety of schools learned alongside our team and added to the wealth of friendly faces in the department at the middle and high schools. The new Counseling Corner debuted and shared topics of interest with staff internally across the district as well as current events from the department to increase awareness and advocacy from the School Counseling team. The OMS and High School teams welcomed new-to-us counselors to the ranks at the start of the year (Nanci Siegel and Ryan Cox) which feels like ages ago! The high school team piloted a number of seminar structures to meet student needs and embed counseling programming within the school day. These pilots along with the introduction of a Google Classroom pilot during school closure and the move of the AHS counseling team to a new (temporary) space in the fall will give the team a lot of reflecting to do this summer. What an opportunity!

History and Social Studies K-12 - Director Denny Conklin

Another busy year for the history department with some excellent projects, events, and achievements to report on! This year the history department welcomed K-5 Social Studies Coach, Crystal Power, who previously taught 3rd grade at Peirce Elementary. Crystal is providing much needed content and instructional support as well as professional development for our elementary teachers. We also welcomed Paul DeCamp as a World Geography teacher at Ottoson Middle School.

At the elementary level, we continued with our revision of the first grade social studies curriculum. We have now mapped out units on my community, mapping my community, community leaders, exploring my community, my national community, and global communities. Teachers will continue to develop the curricular lessons and resources over the summer. We are hoping that this will set the stage for a future revision of the second grade curriculum. In fifth grade, we continued professional development around historical thinking skills and implemented a common assessment where students practiced the skills of sourcing, analyzing, synthesizing, and corroborating.

One of our biggest initiatives this year was the launching of the new eighth grade Civics course at Ottoson Middle School. Students began the year by looking at the political foundations of America's democracy, unpacked the various components of the nation's Constitution, and ended the year by looking at Civics through the lens of milestone Supreme Court cases and laws relating to gender, sexual orientation, race, and many other topics. Students completed a year-long Civics portfolio to track their growth and learning and also reflected on their roles as citizens in the United States and ways they can get involved to better their communities. Ottoson Middle School students also continued their streak of success at National History Day: 1 project has advanced to the national competition, 4 projects earned honorable mention, and 3 projects were awarded special prizes.

At Arlington High School, we rolled out three new elective courses this year: Syracuse University's Project Advance Personal Finance (students can earn 3 credits with successful completion of the course), AP Human Geography, and Social History Through Sports. The history department continues to see increased student enrollment due to its extensive elective course offerings that students can begin taking as early as the tenth grade. The department's AP enrollment numbers increased by 19% over the previous year. We are continuing to revise the ninth grade Modern World History curriculum to add more non-western history and cover more recent current events that help students understand the reason why the world is the way it is today. All secondary teachers will also continue to collaborate and work on implementing scaffolded research skills from grade six to eleven.

Mathematics K-12 - Director Matthew Coleman

As has been in years past, there has been a lot happening in the math department. Here are some of the highlights:

Arlington High School welcomed three new teachers; Zach Burdeau, Lucinda Robinson, and Katelyn Coleman. All additions have seamlessly integrated into the department and have been welcome members.

The elementary schools are the final year of a three-year curriculum implementation. We look forward to continued support through our coaching team and PD offerings to improve the experience for all of our k-5 students.

At AHS, we have continued the tradition of students being invited to participate in the American Invitational Mathematics Examination (AIME), the highly competitive math contest. This year, two students achieved an extremely high score on the qualifying American Mathematics Contest 10/12, resulting in the invitation. In that highly competitive contest, both did well but not well enough to move on.

The OMS Math Team continues to grow and to do well in their meets. Jon McIntyre, a community member, has done a wonderful job developing both the competitive and non-competitive aspects of this team.

Student enrollment in AHS math department classes continues to be high. We have 1,592 students enrolled in a math course even though the school population is 1,411. Students are doubling up on math courses, enrolling in computer science classes, and completing four years of math. We have roughly 95% of seniors enrolled in a math class in spite of an obligation of three years. For the second year in a row, the largest

enrollment growth in a math class this year was an increase in the number of students enrolled in AB Calculus, the AP course that covers one semester of college calculus.

Ottoson and Gibbs now both offer Digital Media and Literacy (DML). Currently, 97% of all sixth grade students and 40% of seventh and eighth grade students are enrolled in a computer science course that includes units on programming in Scratch, the web and the internet (including how the Internet works), how computers work (with data representation), and game design (systems thinking). Additionally, we have integrated 3-D printing and design principles into our Gibbs course.

Performing Arts K-12 - Director William T. Pappazisis

The mission of the Arlington Public Schools Department of Performing Arts is to educate all students in music and drama by promoting artistic excellence as demonstrated by their capacity to become active participants in their community as consumers and makers of the arts. The Department of Performing Arts is committed to educating all students in a safe and nurturing environment that promotes active learning, enhances their social, emotional, and intellectual growth, celebrates the artistic contributions of diverse cultures and individuals, and fosters an understanding of how the arts contribute to our global community and elevate the quality of life for all citizens. Research in education continues to demonstrate strong correlations between arts education and the development of work habits, social and cultural competencies, and key transferable academic skills that contribute to students' capacity to successfully participate as citizens of the 21st century.

At the elementary level, the faculty focused on aligning the program with the newly revised Massachusetts Arts Curriculum Framework and to ensure continuity of instruction across all grade levels. In grades K-1, the Department implemented a new curriculum that enables students to develop music pre-literacy skills in a manner that parallels the development of linguistic skills. Beginning in grade 2, students further develop their music literacy skills and apply them in authentic music-making and performing. The elementary instrumental music program maintained an exceptionally high enrollment with well over 400 students participating in the elementary band and orchestra programs. One of the keys to the success of the instrumental program is the District's support of instrumental music instruction scheduled during the regular school day when all students have access to the program.

Our Gibbs and Ottoson students exhibited interest in and enthusiasm for participation in band, orchestra, and chorus, with approximately 650 students enrolled in ensembles between the two schools. Students receive their first exposure to the theatre arts at the Gibbs School through the after-school drama program.

Arlington High School music ensembles performed at several school and community performances throughout the year. In the fall, the Department presented Ken Ludwig's *The Three Musketeers*. *The Who's Tommy* was slated for early April productions. The school closure, however, did not stop the faculty and students. In a collaboration with ACMI, they produced a virtual concert performance of the show's finale – our first-ever virtual music project. Students in our Music Technology program presented three concerts featuring original compositions created in the digital music lab.

The Performing Arts Department is an active participant in the Massachusetts Music Educators Association. Forty-five students in grades 7-9 were accepted for participation in the MMEA Northeastern Junior District Honors Music Festival, and 19 students in grades 10-12 were accepted into the Senior District Festival. Eleven elementary students participated in MMEA's All-State Treble Chorus. Five of our high school students were

accepted into the MMEA All-State Music Festival, culminating in a concert at Symphony Hall. Students who are accepted into MMEA honors ensemble programs are considered to be among the most talented elementary, middle, and high school students in the Commonwealth.

The Performing Arts Department is grateful for the continued support of the citizens of Arlington.

Science K-12 - Director Sam Hoyo

At the elementary level, all students are using the new FOSS (Full Option Science System). Teachers are engaged in fine-tuning assessments for the program. Teachers, with the help of the new district science coach, have developed a common assessment in order to ensure consistency and depth across the district. This common assessment will be implemented next year and revised as teachers use it during elementary science PD time.

At the Gibbs School, teachers and students are looking forward to continuing the evolution of the curriculum which has included a strong focus on Problem Based Learning. That will continue to be refined in the next year. Additionally, teachers are working on creating a common assessment for each of the major units.

Ottoson Middle School is in the middle of implementing our new science curriculum, iScience, and learning to use the multifaceted resources which include digital, online, adaptable materials so that instruction can be tailored more toward the needs of individual students.

At AHS, we are continuing to develop our course offerings to add new courses and update the traditional AP courses to be more in alignment with the new AP course expectations. Our focus at the High School is to immerse ourselves in higher levels of Project-Based Learning. This, of course, is highly correlated with adequate building resources such as space, facilities, and access.

The Science department received a grant for curriculum materials and staff training from the Office of Naval Research (ONR) in collaboration with the Jason Learning Project. This included approximately \$20,000 for staff training and equipment. This follows a similar grant last year for the development of a new chemistry curriculum, which again included staff training, texts, and lab supplies.

Visual Arts K-12 - Director David Ardito

The K-12 Visual Art Department received a generous Development and Expansion Grant from the Arlington Education Foundation this year. The primary purpose of the grant is to provide training for all Arlington Public School art teachers in the use of Teaching for Artistic Behavior (TAB) a nationally recognized choice-based art teaching strategy. The strategy empowers teachers to help their students make meaningful art, to become confident and expressive art makers, and to become independent thinkers and learners. The grant will also help art teachers make connections between TAB, Studio Thinking/Studio Habits of Mind, and social-emotional learning (SEL). While the training was interrupted by the school closures, the department plans to continue the project at the earliest possible time to finish the great work that was underway this year. <https://teachingforartisticbehavior.org/>

Ottoson Art Teachers receive an Arlington Education Foundation called "This Is Who We Are Ottoson":

This project invites students to explore the theme of “This Is Who We Are” in the artistic medium of their choice. Students will have the opportunity to develop work for this project under the guidance of their art teachers during art class, in after-school clubs, and at home. The final products will be displayed as poster-size art, large-scale banners, multimedia presentations, and performance works, to be showcased at a community celebration in the school cafeteria, and ultimately locations around the school and beyond. Students will be encouraged to reflect on their unique perspective and point-of-view on the world through their artwork.

High School Visiting Artist Returns:

In December, a professional artist and graphic designer, David DiAngelis visited Ms. Rebola’s art classes for a second time at Arlington High School and talked to students about how he survived as a struggling artist to eventually found a very successful design company in Boston called Emulsion Printhouse. His visit included consultations with students about personal designs that they had created in preparation for his visit. Mr. DiAngelis’ company is now printing these designs on complimentary t-shirts for these students. Here is a link to the company’s website: <https://www.emulsionprinthouse.com/>.

24th Annual Regional High School Artists Exhibit at the Lexington Society of Arts and Crafts – January 2020: Over fifty AHS art students were part of a wonderful regional high school art exhibit at the Lexington Arts and Crafts Society Gallery in Lexington, MA. Other high schools that were represented included Bedford, Burlington, Lexington, Winchester, Waltham, Lexington Christian Academy, Concord-Carlisle, and Minuteman Regional Vocational Technical. The art forms represented included sculpture, digital photography, painting, drawing, mixed media, and embroidery. A reception for the student artists and their art teachers took place at the gallery in January.

2020 Arlington Public Art Youth Banner Project:

Almost 100 Arlington secondary students submitted designs in the 2020 Youth Banner Project and twenty of these were chosen to become large outdoor vinyl banners. These banners will be hung along Mass Ave. in Arlington Center in June 2020. The theme this year for the banner competition was “Cycles”. Each year the family of former Arlington High School student, Gracie James, generously donates funds for this project in her memory. The project is coordinated by Arlington Public Art and the Arlington Public School Visual Art Department. Congratulations to the selected students and to their art teachers for engaging them in this wonderful community project.

Virtual art exhibits:

The K-12 Visual Art Department is conducting numerous virtual exhibits to share the hundreds of student artworks that students have been making at home during the school closure. This includes sharing and collaboration with the students at Ramana Garden School in India. We hope to make these available to the public through the Arlington Public School website.

Wellness & Physical Education K-12 - Director Cindy Bouvier

The APS hosts Parent Forums free of charge to all parents and community members. A large number of parents have taken advantage of the forums this year. The forums cover many topics that are of interest to the parents. This year the topics ranged from The First Day: A Focus On the Beginning, Guiding Good Choices, The Vaping Alarm Has Rung, Building Community to Support LGBTQIA+Youth, Screenagers, Parenting in

Unparalleled Times, The Pressured Child, Hypnosis: Smokers and Vapers Quit for Good, Angst, Adolescent Wellness: Understanding and Responding to Depression and Suicide Risk, on Zoom - Holding Strong During Tough Times: Managing Anxiety, Promoting Resilience in the Family, and Courageous Conversations.

The High School Physical Education electives have expanded this year to include Self Defense and Athletic Training as part of its electives. We continue to have high numbers of students taking outdoor education classes such as Fall/Winter and Spring Backpacking, and Survival.

After school programs continue to serve a variety of students in grades 6-12. Including the 5-2-1 programs at the Ottoson Middle School. At AHS, the fitness room is open every afternoon and is used by many students and staff.

PE/Health instructors are working with School Nurses on Project Here, a statewide initiative to make substance use prevention resources available to every public middle school in Massachusetts. At the elementary schools, there is a variety of programs including; Fit Girls program, Boys on the Run, Cross-Fit, Kid Zone, and other programs including Physical Activity.

The Physical Education Department continues to do the Fitnessgram Assessment in grades 4-8 and Heart Rate Monitors at the High School.

Advisories at both the Middle School and High School remain active in a variety of wellness issues. Expansion of Responsive Classroom and social-emotional learning continues.

SBIRT (Screening, Brief Intervention, Referral to Treatment) assessments were given to both 7th grade and 9th grade. The Youth Risk Behavior Survey will be rolled out in April of 2021 to all students in grades 7 through grade 12.

APS Nurse the Arlington Board of Health held flu clinics in all the schools and distributed 1,280 flu shots to students and staff. Nursing continues to work with various grant opportunities to help support students with social, emotional, and mental health concerns as well as access to care. Grants are also being pursued to enhance Professional Development opportunities for nurses.

Family and Consumer Science (FACS) Department is using The Botvin Curriculum, a Life Skills program that is a primary prevention program for adolescent drug abuse that focuses on these factors as well as enhancing social and personal competence skills. Social-Emotional Health is a major factor within all lessons. In addition, students are learning healthy meal planning and food preparation as well as budgeting for financial and consumer health.

We have had a successful collaboration with the Arlington Youth Health and Safety Coalition (AYHSC) and support their mission to empower youth and keep them substance-free. This year's efforts include prevention outreach on Alcohol, Marijuana, Rx drugs, and Vaping. Students in the 84 Club at AHS have been busy with many new initiatives. A new Director is currently being hired.

The Coalition has formed a Parent Advisory branch and these nine parents have created a website with information relevant to parents in the community and are presenting to every PTO in Arlington. Guiding Good Choices has educated over 50 Arlington families on effective family communication skills and prevention

approaches this year. AYHSC continues to publish facts about prevention to the Superintendent and Principals, produces a monthly newsletter, and posts daily social media posts to support prevention efforts in the community. In April, the AYHSC students will be spending a day in the Statehouse and meeting with local legislators to present a position paper about underage alcohol use and to champion restrictions on MBTA advertisements and in other areas that normalize alcohol use.

The George and Elizabeth Sanborn Foundation continues to fund the APS to support a myriad of activities addressing tobacco/vaping prevention education, intervention for users, and cancer support and education for the students in Kindergarten through grade 12, APS staff, and the community. We have offered two smoking cessation workshops at Robbins Library for citizens, town employees, and students with tobacco violations. Funding also supports Guiding Good Choices. Recent funding has empowered youth to take leadership roles and to promote positive messages around health-related decisions. The growing amount of involvement of youth in sharing these positive messages through leadership opportunities; Club 84 activities, Ottoson Cares About Prevention activities, peer leader groups, and Sun Safety lessons are directly related to the past support of the Sanborn Foundation and the strong foundation that support has created.

World Languages - Director Dawn Carney

World Languages welcomed two new teachers and two returning this year: Joanna Katz, Spanish teacher at OMS, and Milagros Masini-Patel, Spanish teacher at Gibbs, as a year-long substitute. Mandarin teacher Na Lu-Hogan returned from maternity leave to OMS and Spanish teacher Meagan Bassett returned from a leave of absence to Arlington High School.

Thanks to an Arlington Education Foundation Development and Expansion Grant, the World Languages department continued to work with nationally-known consultant Laura Terrill to continue developing thematic units in world languages. This reflects a major paradigm shift in curriculum and instruction in the field and supports the goals of the national World-Readiness Standards for Learning Languages. Teachers have been applying new instructional strategies while curriculum is being written.

World Languages teachers continue to be active in professional development as learners as well as presenters. Katia Marticorena and Christina Toro presented sessions at MaFLA and NECTFL, the state and regional annual conferences for foreign language teachers. Xiaohui Cao was an active participant and presenter in a local Chinese teacher job-alike group. Summer professional development will focus on adjusting current curriculum to address school closure as well as instructional strategies and tech tools for effective online language learning.

This is the second year of the Massachusetts State Seal of Biliteracy, an award for seniors who have attained a high level of proficiency in English and another language. Students demonstrate proficiency in English via MCAS/WIDA and proficiency in their 'partner' language via an online performance assessment. While we could not hold our annual celebration to honor both the Seal of Biliteracy awardees and the National World Languages Honor Society inductees, we are proud of students' accomplishments. Two students earned the MA State Seal of Biliteracy with Distinction (advanced-low proficiency), four students earned the MA State Seal of Biliteracy (intermediate-high proficiency), and nine students earned the Language Opportunity Coalition Biliteracy Achievement Award, recognizing their intermediate-mid proficiency. Fifty-eight students were inducted into the National World Languages Honor Society, honoring their achievement in courses and commitment to language and culture outside of the classroom. We hope to be able to celebrate in person

with all students next year.

Technology K-12 - Chief Technology Officer David Good

- Increased Schools Internet Bandwidth to two 3-Gig redundant circuits located at the Ottoson Middle School and Arlington High School.
- Launched Munis Web-based Employee Self Service Module that provides 7x24 online access to pay/tax information and accruals.
- Major PowerSchool SIS and PowerTeacher Pro upgrades to further the expansion and the enhancements to the “Student Contact” Module.
- Munis Financial, Excel, and PowerSchool training held during the year for Department Heads and Staff.
- School Registration Department registered 533 Kindergartners and an additional 374 upper-class enrollees this year.
- Integrated People GIS with PowerSchool SIS to build a visual mapping of School Buffer Zones.
- As part of the School Chromebook Refresh Program we purchased, provisioned, and inventoried 1000 new Chromebooks and built 40 new Chromebook carts, in addition, 900 older Chromebooks were also redistributed throughout the District.
- Continued Voice Over Internet Protocol implementation bringing an additional 14 buildings online for a total of 18 buildings.
- Increased enrollment required the addition of two new Elementary Classrooms and two AHS Science Classrooms to be outfitted with Academic Technology Package.
- Assisted with the selection of the School Bus Video Camera system.
- Outfitted 10 Ottoson Classrooms with overhead projection systems.
- Central School Renovation IT Infrastructure design completed.
- Installed Video Surveillance system Ottoson School.
- Distributed 1100 Chromebooks and iPads to students to support Remote Learning.
- Distributed 30 Laptops and tablets to support School Administrators and teachers.
- Upgraded 42 Ricoh Multi-Functional Devices across the District to support Card Access and remote printing from all platforms.
- Installed Town/School Fiber Infrastructure in the Parmenter School in preparation for Pre School relocation from AHS.
- Network Circuit moves and office relocations have begun at AHS to support the construction of new High School.
- Zoom Meeting setup and Management for Superintendents Parent Forum Video Conferences.
- AHS/Parmenter/DPW dependent construction projects underway and require increased IT support and project management.
- Setup and installed Virtual Private Network Software for School Administrators to enable them to work during “Stay at Home” orders.

District-Wide Professional Development - Assistant Superintendent Roderick MacNeal, Jr.

During this school year, the department of curriculum and instruction worked to support district goal objective 1.1, which states: “Students will engage in curricula that are designed in response to the district's vision of student as learner, remain in alignment with state standards, and coherent within each discipline.”

Major curriculum initiatives included a continuation of aligning classroom resources and units of study with the common core curriculum and state standards. To support this work, teachers participated in professional development opportunities offered during early release time and department meetings.

Work was also completed to support district goal 1.2, which states, “Students will develop their social and emotional (SEL) skills through age-appropriate SEL instruction that includes an awareness of cultural bias, and by learning in classrooms where responsible decision making, empathy, and the importance of positive relationships are the norm.” Our plan supported all district personnel receiving eight hours of professional development. Six of the mandated hours were provided during a district-wide full-day professional development day that took place in November. The other four hours of training occurred at the building level. Coupled with our focus on Cultural Competency, 60 elementary teachers and 30 middle school teachers participated in a summer training in “Responsive Classroom.” Responsive Classroom is an evidence-based approach to teaching that focuses on engaging academics, positive community, effective community, effective management, and developmental awareness. The underlying foundation for Responsive Classroom assists with building the five SEL competencies of self-awareness, self-management, responsible decision making, social awareness, and relationship skills.

To further support curriculum work and to ensure that classroom instruction continues to respond to the individual needs of our students, professional development opportunities that focus on using data were offered throughout the year. This focus on data also addresses goal objective 3.1 which states, “Research and implement a data platform to support the district in collecting, aggregating, analyzing and sharing student data in order to assist teachers in targeting instruction and improving student learning and wellness.” This year we updated our Data Bank at the elementary level based upon feedback from last year’s pilot. The updates included filters to disaggregate formal and informal assessment results by gender and race. The Data Bank is designed to house student assessment data that is collected from district and state testing. Coupled with the implementation of the Data Bank, 15 staff members took an afterschool course that taught them how to use the Data Wise Improvement Cycle, collect multiple forms of data, build a repertoire of strategies for guiding teams to understand, analyze and use data in decision-making and to communicate data results in ways that empower community members to envision their role in improvement. Building and district administrators took a similar version of the Data course which was taught by the same instructor last spring and summer. This year a second cohort of educators participated in a series of workshops that focused on teaching the Data Wise Improvement Cycle. The additional cohort was made possible by the grant provided by the Arlington Educational Foundation (AEF). Due to school closure, both the after school Data Wise Course and the workshops provided during the day will be completed in the fall. At the conclusion of the training, 60 building and district administrators, coaches, curriculum directors, special education coordinators, and central office staff will be trained in the use of the Data Wise Improvement Cycle.

Finally, curriculum leaders, directors, and teachers in each content area will team up over the summer to develop new curricula in Literacy, Math, Social Studies, and Science and participate in workshops. Our ultimate goal is to continue to expand and refine instruction so that all students can achieve their individual goals.

Grant Highlights - Director Julie Dunn

Arlington Education Foundation (AEF), MA Department of Elementary and Secondary Education (DESE), and Community Health Network Area 17 (CHNA17) are all supporting important initiatives regarding social-

emotional skill building, supporting positive mental health, and improving equity in the schools.

- Arlington Education Foundation continued investing a total of \$200,000 in behavioral health so every student has the best environment in which to learn. This year, the grant continued supporting Youth Mental Health First Aid training for teachers, staff, administrators, and support staff in all schools. Over 300 have already been trained. In addition, several schools received on-site coaching by The May Institute. The grant also funded individual projects at several schools.
- A DESE grant supported the district-wide Safe and Supportive Schools (SASS) team that focused on building internal capacity by supporting SASS leadership work, as well as attendance at a May Institute PBIS Conference.
- CHNA 17 awarded the district additional funding through the Mental Health and Racial Equity grant to address issues regarding access to mental health care among Arlington's African-American/Black students. A cohort of school counselors, social workers, and a nurse took the EDCO IDEAs course on Anti-Racist School Practices to Support the Success of All Students. In addition, several members of AHS' Black Student Union attended a leadership conference with grant funds.
- Through an AEF grant, Dr. Dena Simmons conducted a curriculum equity audit of current district curricula.
- AEF supported a Gibbs Learning Community as the teachers developed a project-block curriculum based on exploring social justice ideas of Identity and Activism.
- AEF funded innovative fitness activities in PE classes at Hardy and Dallin schools.
- AEF provided funding support for the AHS Wellness Day.

The district is also grateful for additional AEF grants in a wide variety of areas, including:

- Purchasing an Orff Instrumentarium for Stratton School
- Teaching for Artistic Behavior professional development throughout the APS Visual Arts program
- Providing AHS biology classes Polymerase Chain Reaction (PCR) Biotech Equipment
- Helping Ottoson students to "Read Around the World" with non-fiction books highlighting all continents
- Supporting APS teachers in their individual enrichment studies through Continuing Scholar Awards

With consistent support from Arlington Education Foundation and grants from other governmental and private sources, the district is grateful for the ability to improve the educational experiences for Arlington students.

Final note: For additional Arlington Public Schools highlights, please Superintendent's Newsletters found at <http://www.arlington.k12.ma.us/administration/newsletters/>

2019 MCAS Results - Arlington Public Schools Overview

- In the spring of 2019, grades 3-8 and grade 10 took the computer-based Next Generation MCAS for ELA and Math.
- Grades 5 and 8 took the computer-based Next Generation MCAS in Science and Technology/Engineering.
- 10th grade students took the Legacy MCAS Science and Technology/Engineering
- The Next Generation MCAS focuses on a student's critical thinking abilities, application of knowledge, and the ability to make connections between reading and writing. It also gives a clearer indication of career and college readiness.

- ***Next Generation MCAS 2017 results are baseline; they cannot be compared to prior results.***
- The percentage of Arlington students in each grade who are meeting or exceeding grade level expectations is drastically higher than the state average in each assessed content area.
- 2018 is the first year Arlington received an accountability rating since the inception of the Next Generation MCAS. The district received an accountability rating of “Partially Meeting” expectations in 2018. This will serve as a baseline for how the district improves over future years.
- The district received “Substantial Progress” toward targets for most accountability measures in 2019.

2017, 2018, and 2019 Assessments: English Language Arts

- *2017, 2018, and 2019 3rd – 8th Grade Percentiles are results from the Next Generation MCAS and cannot be compared to results from 2015 and 2016. (The percentiles represent students who scored in the “Exceeding” and “Meeting Expectations” categories.)*

Grade	2017	2018	2019	2019 State
10	97%	94%	80%	61%
8	68%	69%	75%	51%
7	72%	66%	72%	48%
6	73%	77%	70%	54%
5	72%	71%	60%	52%
4	69%	68%	67%	52%
3	57%	68%	73%	56%

2017, 2018, and 2019 MCAS Mathematics Results Grades 3-10

- *2017, 2018 and 2019 3rd – 8th Grade Percentiles are results from the Next Generation MCAS and cannot be compared to results from 2015 and 2016. (The percentiles represent students who scored in the “Exceeding” and “Meeting Expectations” categories.)*

Grade	2017	2018	2019	2019 State
10	92%	89%	80%	58%
8	64%	73%	73%	47%
7	66%	66%	74%	48%
6	71%	73%	71%	51%

5	65%	59%	67%	49%
4	61%	60%	67%	49%
3	61%	68%	61%	49%

**2019 MCAS: Science and Technology/Engineering Results
Grades 5 and 8**

*2019 scores results are from the Next Generation MCAS and cannot be compared to prior year results.
All percentiles are combined "Meeting" and "Exceeding"*

Grade	2019	2019 State
8	72%	46%
5	68%	48%

**2015, 2016, 2017, 2018, and 2019 MCAS:
Science and Technology/Engineering Results for Grade 10**
*10th grade students took the Legacy MCAS
All Percentiles are combined "Advanced" and "Proficient"*

Grade	2015	2016	2017	2018	2019	2019 State
10	84%	87%	85%	86%	86%	74%

**Measuring Growth in Student Performance on MCAS
The Growth Model**

The growth model is a tool to understand the progress of students based on where each individual student begins. Massachusetts has developed a statistically valid method of measuring growth in student, group, school, and district performance from year to year.

The growth model complements the MCAS year-by-year test scores since it reports change over time rather than grade-level performance results in any one year. Measuring student achievement and improvement in this manner will help anyone involved in education examine why results differ for certain groups of students and support the identification of effective practices that help students attain higher levels of academic performance and provide a common measure to show how much growth is needed for each student to reach state standards.

Each student with at least two consecutive years of MCAS scores receives a student growth percentile, (SGP) which measures how much the student changed from one year to the next relative to other students statewide with similar score histories. A student growth percentile measures student progress by comparing one student's progress to the progress of other students, or "academic peers", who have similar MCAS performance histories.

Student growth percentiles range from 1 to 99, where higher numbers represent higher growth and lower numbers represent lower growth. This method works independently of MCAS performance levels. Therefore, all students, no matter the scores they earned on past MCAS tests, have an equal chance to demonstrate growth at any of the 99 percentiles on the next year's test. Typical growth is in a range of 40-60%. Growth percentiles are calculated in ELA and mathematics for students in grades 4 through 8 and for grade 10.

For example, a student with a growth percentile of 60% in 7th grade mathematics grew as much or more than 60 percent of her academic peers (students with similar score histories) from the 6th grade math MCAS to the 7th grade math MCAS. Just 40% of her academic peers grew more in math than she did. This is true even though her MCAS scores in math over the years were 220, 228, and 240, which indicate that she scored Needs Improvement MCAS in the first two years and scored in the low Proficient category in the third year. Such an occurrence could indicate that a program, a new approach, or something else is working for this student.

The goal for individual students, schools, groups, and the district is for all students to not only have high achievement but to have high growth and be making progress as well. The following table reports the mean SGP for Reading and Math.

2019 Student ELA Growth Percentiles (SGP)

Grade	2019
10	53.4
8	61.9
7	50.3
6	48.7
5	54.2
4	50.6

2019 Student Math Student Growth Percentiles (SGP)

Grade	2019
10	55.9
8	62.0
7	56.8
6	57.9
5	60.8
4	52.5

College Acceptance and Matriculation Report Class of 2019



The Arlington High School Guidance Department Is Pleased to Announce the Postgraduate Statistics for the Class of 2019!

Members of the Class of 2019 received a commendable number of acceptances to colleges near and far. Applications to two and four year colleges have increased with students applying to a wide variety of colleges and holding their own against high demographics and exceptionally stringent competition for admission slots. We are proud of our grade 12 students who continually forge ahead to reach their goals! Our students keep their heads high, expand their options, and dare to explore colleges both in and out of state and out of the country, as well as prep schools, the workforce, and the military. We are in awe of the three students whose highest-level achievement earned acceptance to three of the eight Ivy League schools, and the 10 students who challenged themselves to a new learning experience in countries throughout the world! We are equally touched by some of our two-year college applicants who never imagined that they would continue on to college, and by some of our career oriented students who were pleasantly intrigued by specific training programs in which they would further their education. Some students found their niche in a hands-on environment and others discovered that a prep school or military placement best suit their goals at this point in time. We are proud of all our graduates!

Here are some impressive facts:

- For the Class of 2019, AHS guidance counselors processed approximately 2,543 initial transcripts and mid-year transcripts were sent to all colleges at the close of quarter two (2,231 in 2018; 2,131 in 2017; 2,338 in 2016; 2,205 in 2015; 2,116 in 2014; 2,291 in 2013; 1,767 in 2012; 1,998 in 2011; 1,595 in 2010; and 1,261 in 2009). Counselors utilized Naviance not only for the transmission of high school transcripts, but for online counselor letters of recommendation, the AHS School Profile, and the Secondary School Counselor Report Forms as well, with the vast majority of applications and supporting materials being submitted online. AHS teachers submitted their letters of recommendation online for the sixth year in a row, a venture, which has further streamlined the college application process for our students. Online submissions have, without question, decreased the time it takes for colleges to receive the supporting documents for students. (Statistics drawn from Naviance data)

- Students in the Class of 2019 applied to 357 colleges in 35 states, as well as Canada, Croatia, England, The Netherlands, Ireland, Italy, and Scotland. (Statistics drawn from Naviance data)
- Students in the Class of 2019 received acceptances to 276 colleges in 34 states as well as Canada, Croatia, England, the Netherlands, Ireland, Italy, and Scotland. (Statistics drawn from Naviance data)
- Students in the Class of 2019 elected to matriculate at 131 colleges in 26 states, as well as Canada, Croatia, The Netherlands, Ireland, Italy, and Scotland (United Kingdom). (Statistics drawn from Naviance data)
- While AHS college applicants clearly prefer to attend New England Colleges (70% in 2019; 65% in 2018; 75% in 2017; 64% in 2016; 67% in 2015; 75% in 2014; 69% in 2013; 73% in 2012), Naviance statistics show that there is an interest in matriculating to other geographic areas over the past eleven years, (2019: 27%; 2018: 26%; 2017: 25%; 2016: 36%; 2015: 33%; 2014: 25%; 2013: 31%; 2012:28%; 2011: 21%; 2010:15%; 2009:14%; 2008:13%; 2007:12%). Over the past twelve years, students have also applied to and/or matriculated to colleges in a variety of countries including Australia, Canada, Croatia, Ireland, Italy, Egypt, England, France, Germany, Greece, Italy, Japan, The Netherlands, Scotland, Spain, and Slovakia.
- Naviance statistics show that over half of the four-year college applicants from AHS are enrolling in private colleges (56%), while (44%) of students are enrolling in public colleges. The four-year private college trend may be a reflection of greater access to financial support made available through private college endowments and federal aid, as compared to the federal aid available at public colleges. This pattern might also be a reflection of limited admissions slots in public colleges due to high demographics in this age group.
- In 2019 our two-year college applicants continue to remain in state (93%), but the number of four year college applicants are fairly even with 53% attending colleges in state and 47% attending colleges out of state. In 2018 50.2% attended four-year colleges in state and 49.8% out of state; 2017, 50% attended four-year colleges in state and 51% out of state; 2016, 53% attended four-year colleges in state with 47%attending out of state; 2015, 47% of four-year college applicants attended four-year colleges in state and 53% out of state.
- According to The Senior Survey, a self report completed by seniors in 2019, 61.3% of our students were accepted to their first choice college, 79.5% were accepted to their first or second choice college, and 86.8% of our students were accepted to their first, second, or third choice college or university.
- Students in the Class of 2019 received overwhelming financial support from the Arlington Community in the form of scholarships, with awards totaling over \$429, 650 (AHS Community and several other reported scholarships) and totaling \$509,900 with Dollars For Scholars, awarded to members of the Class of 2019. Many thanks to the Arlington community for its generous support of the Arlington High School students!
- It is clear that colleges have a high interest in Arlington High School students, with over 100 college representatives scheduling visits to recruit AHS students on our campus each year, and approximately 120-130 college representatives signing on to recruit AHS students at our annual Spring College Fair.

According to the Arlington High School Naviance data, college acceptance and attendance remains stable. The stability of AHS postgraduate statistics is noteworthy considering the high demographics in this age group, producing record breaking numbers of students vying for limited admissions slots, and the need to stretch incomes to fund the cost of a college education. College admissions representatives have informed high schools that competition for college slots in recent years has been exceptionally competitive throughout the country.

Previous post-graduate data for AHS students

AHS PROFILE DATA TABLE

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Percent to 4-Yr. College	75%	76%	79%	77.3%	79.09%	78.1%	79.72	82.9%
Percent to 2-Yr. College, Technical Programs, Prep Schools/ Other Schools(2014)	16.6%	11.8%	13%	13.4%	15.33%	12.6%	12.17	13.5%
Percent Continuing Education	91.6%	87.8%	92%	90.7%	94.42%	90.7%	91.89	96.4%
Percent to Military	.3%	1.4%	.3%	1.5%	2.44%	.4%	1.25	.4%
Percent to Gap Year and Other	4.7%	7.1%	3.7%	6.2%	1.05%	6.7%	3.74	1.4%
Percent to Workforce	3.3%	3.2%	4%	1.5%	2.09%	2.2%	3.12	1.8%

The newest data includes a more detailed breakdown of student plans in order to make the statistics more meaningful:

AHS PROFILE DATA TABLE

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Percent to 4-Yr. College	85.33%	86%	83.2%	84.26%	89.29%
Percent to 2-Yr.	7.0%	4.9%	8.1%	7.21%	4.46%
Percent to 2 & 4 Year Colleges	92.33%	90.9%	91.3%	91.47%	93.75%
Percent to Technical Schools	1.3%	1.3%	NA	NA	NA
Percent to College Prep and Career Ed	1.33%	1.25	2.8%	2.31%	1.78%
Percent Continuing Education	94.96%	93.45%	94.1%	93.78%	95.53%
Percent to Military	.33%	.97%	.4%	1.63%	.59%
Percent to Gap Year	2.0%	2.0%	1.1%	.03%	1.2%
Percent to Workforce	2.7%	3.58%	3%	2.62%	1.48%
Percent with Post-Graduate Plan	99.99%	100%	98.6%	98.06%	98.8%
Other (not graduating/undecided)	NA	NA	1.4%	1.94%	1.2%

And here is the most exciting information of all...!

Last, but certainly not least, we are pleased to present the future plans of the Class of 2019. This list provides a complete picture of colleges and programs to which our seniors have been accepted (as reported by our seniors) along with information as to which colleges and programs our seniors have elected to attend. This list represents a culmination of four years of rigorous coursework. We are so very proud of our grade 12 students and wish them the best of luck in their future endeavors!

College Acceptances for the Class of 2019

COLLEGE/UNIVERSITY	STATE	NUMBER OF AHS STUDENTS ACCEPTED TO THIS COLLEGE	NUMBER OF AHS STUDENTS WHO PLAN TO MATRICULATE AT THIS COLLEGE
Albany Academy	NY	1	1
Adelphi University	NY	1	0
Alfred University	NY	1	0
Allegheny College	PA	2	0
American University	DC	17	1
Amherst College	MA	1	1
Anna Maria College	MA	1	1
Acadia University	Canada	1	0
Arizona State Univ.	AZ	1	0
Assumption College	MA	7	0
Babson College	MA	1	0
Ball State University	IN	1	0
Bard College	NY	4	3
Barnard College	NY	1	1
Bates College	ME	2	1
Bay State College	MA	1	1
Baylor University	TX	1	0
Becker College	NY	1	0
Belmont University	TN	2	2
Beloit College	WI	1	1
Bennington College	VT	4	0
Bentley University	MA	10	4
Berklee College of Music	MA	4	3
Binghamton Univ.	NY	2	0
Universita Bocconi	Italy	1	1
Boston College	MA	13	5
Boston Conserv. At Berklee	MA	2	1
Boston University	MA	13	4
Brandeis University	MA	12	5
Bridgewater State University	MA	11	1
Brown University	RI	1	1
Bryant University	RI	12	1
Bucknell University	PA	4	0
Bunker Hill Com. Coll.	MA	7	7
Cal. Inst. of the Arts	CA	2	1
UCal. Berkeley	CA	1	1

COLLEGE/UNIVERSITY	STATE	NUMBER OF AHS STUDENTS ACCEPTED TO THIS COLLEGE	NUMBER OF AHS STUDENTS WHO PLAN TO MATRICULATE AT THIS COLLEGE
UCal. Davis	CA	1	0
UCal. Irvine	CA	1	0
UCal. Los Angeles	CA	1	1
UCal. San Diego	CA	2	0
UCal. Santa Barbara	CA	2	0
UCal. Santa Cruz	CA	2	0
Case Western Reserve	OH	2	0
Catholic Univ. of America	DC	1	0
Champlain College	VT	4	1
Chapman College	CA	1	1
University of Chicago	IL	1	0
Claremont McKenna College	CA	1	1
Clark University	MA	16	2
Clarkson University	NY	1	0
Clemson University	SC	2	0
Univ. of Colorado Boulder	CO	5	1
Colorado College	CO	1	0
Colorado State Univ.	CO	2	2
Columbia College Chicago	IL	3	0
Concordia University	Canada	5	2
Connecticut College	CT	7	0
Univ. of Connecticut	CT	17	2
Cornell University	NY	1	1
Creighton University	NE	1	1
CUNY/UAPC	NY	1	0
Curry College	MA	15	3
Dean College	MA	1	0
University of Delaware	DE	4	1
University of Denver	CO	1	0
DePaul University	IL	3	0
Dickinson College	PA	2	0
Drexel College	PA	10	2
Univ. College Dublin	Ireland	1	0
Eastern Nazarene Coll.	MA	1	0
Eckerd College	FL	2	0
Elon University	NC	2	1
Emerson College	MA	4	1

COLLEGE/UNIVERSITY	STATE	NUMBER OF AHS STUDENTS ACCEPTED TO THIS COLLEGE	NUMBER OF AHS STUDENTS WHO PLAN TO MATRICULATE AT THIS COLLEGE
Emmanuel College	MA	11	2
Empire Beauty School	MA	1	1
Endicott College	MA	15	5
Erasmus Universiteit Rotterdam	Netherlands	1	1
Fairfield University	CT	8	0
Felician University	NJ	1	1
Fitchburg State Univ	MA	3	0
Florida Inst. of Technology	FL	1	0
Fordham University	NY	26	1
Framingham State University	MA	26	11
Franklin Pierce Univ.	NH	5	0
Furman University	SC	1	0
George Washington University	DC	10	5
Georgetown University	DC	1	1
Georgia Inst. of Tech.	GA	2	1
Goucher College	MD	1	1
Hamilton College	NY	2	0
Hampshire College	MA	1	1
University of Hartford	CT	6	0
Harvard College	MA	1	1
Haverford College	PA	2	1
Hobart & Wm. Smith Colleges	NY	1	0
Hofstra University	NY	9	0
Hobart & William Smith College	NY	5	1
Hofstra University	NY	10	0
College of the Holy Cross	MA	4	0
Howard University	DC	2	1
Husson University	ME	1	0
Indiana Univ. of Pennsylvania	PA	1	0
Ithaca College	NY	16	3
Jefferson (Phil. Univ. & Thomas Jefferson)	PA	1	0
Johns Hopkins Univ.	MD	1	1
Johnson & Wales University	MD	1	1
Kean University	NJ	2	0
Keene State College	NH	2	1
Kent State University	OH	1	1

COLLEGE/UNIVERSITY	STATE	NUMBER OF AHS STUDENTS ACCEPTED TO THIS COLLEGE	NUMBER OF AHS STUDENTS WHO PLAN TO MATRICULATE AT THIS COLLEGE
Kenyon College	OH	3	0
Univ. of La Verne	CA	1	0
Lafayette College	PA	1	0
Lasell College	MA	3	1
Lawrence Mem/Regis College	MA	1	1
Lesley College	MA	14	5
Long Island Univ. Post	NY	4	0
Loyola University Chicago	IL	5	2
Loyola University Maryland	MD	2	0
Lynn University	FL	2	0
Macalester College	MN	2	0
University of Maine Augusta	ME	1	0
University of Maine Farmington	ME	1	0
University of Maine Orono	ME	10	0
Manhattan College	NY	1	1
Marist College	NY	3	1
Mass. School of Barbering	MA	1	1
Marquette University	WI	1	0
Univ. of Maryland College Park	MD	7	2
Marymount Manhattan College	NY	3	0
Mass. Bay Community College	MA	2	1
Mass. Coll. of Art and Design	MA	7	3
Mass. Coll. of Liberal Arts	MA	5	1
Mass. College of Pharmacy and Health Sciences (Boston)	MA	18	7
UMass Amherst	MA	122	35
UMass Boston	MA	48	4
UMass Dartmouth	MA	18	1
UMass Lowell	MA	63	18
Mass. Maritime Academy	MA	1	0
McGill University	Canada	8	2
Mercer University	GA	1	1
Merrimack College	MA	29	5
Miami University	FL	1	0
University of Miami	FL	1	0
Michigan State University	MI	3	1
University of Michigan	MI	3	2

COLLEGE/UNIVERSITY	STATE	NUMBER OF AHS STUDENTS ACCEPTED TO THIS COLLEGE	NUMBER OF AHS STUDENTS WHO PLAN TO MATRICULATE AT THIS COLLEGE
Middlebury College	VT	2	0
Middlesex Com.Coll.	MA	6	6
Univ. of Minnesota Twin Cities	MN	1	0
Mitchell College	CT	2	0
Molloy College	NY	1	1
Montclair State Univ.	NJ	1	0
Montserrat Coll. of Art	MA	1	0
Mount Holyoke College	MA	1	0
Muhlenberg College	PA	4	0
National University of Ireland Galway	Ireland	1	0
Nazareth College	NY	1	0
Univ. of Nebraska at Lincoln	NE	1	0
New England College	NH	1	0
University of New England	ME	12	4
University of New Hampshire	NH	29	5
University of New Haven	CT	4	0
New York University	NY	2	1
Nichols College	MA	4	0
No. Carolina State University	NC	1	0
Northeastern University	MA	20	9
Northern Arizona University	AZ	1	0
Norwich University	VT	1	0
Univ. of Notre Dame	IN	1	0
Nova Southeastern University	FL	1	0
Oberlin College	OH	4	0
Occidental College	CA	2	0
Oklahoma City University	OK	1	0
University of Oregon	OR	1	0
Pace Univ. NYC	NY	7	1
Penn. State University	PA	9	0
Phillips Exeter Academy	MA	1	1
Phillips Academy Andover	MA	1	1
Univ. of Pittsburgh	PA	11	1
Plymouth State University	NH	7	0
Point Park University	PA	1	0
Pratt Institute	NY	1	0

COLLEGE/UNIVERSITY	STATE	NUMBER OF AHS STUDENTS ACCEPTED TO THIS COLLEGE	NUMBER OF AHS STUDENTS WHO PLAN TO MATRICULATE AT THIS COLLEGE
Providence College	RI	6	0
Univ. of Puget Sound	WA	1	0
Queen's University	Canada	1	0
Quincy College	MA	1	0
Quinnipiac University	CT	22	3
Univ. of Redlands	CA	1	0
Regis College	MA	13	0
Rensselaer Polytechnic Institute	NY	1	0
Rhode Island College	RI	1	0
Rhode Island School of Design	RI	1	0
Univ. of Rhode Island	RI	21	1
Univ. of Richmond	VA	2	0
Ringling College of Art and Design	FL	1	0
Rochester Institute of Technology	NY	6	2
Univ. of Rochester	NY	7	3
Roger Williams	RI	11	0
Rollins College	FL	1	0
Roosevelt University	IL	2	0
Rowan University	NJ	1	0
Rutgers University New Brunswick	NJ	3	1
Sacred Heart Univ.	CT	6	0
Saint Anselm College	NH	5	1
Saint Joseph's University	PA	2	0
University of Saint Joseph	CT	1	0
Saint Michael's College	VT	6	1
Salem State Univ.	MA	15	2
Salve Regina Univ.	RI	11	0
San Diego State Univ.	CA	1	1
Univ. of San Francisco	CA	2	0
Sarah Lawrence Coll.	NY	2	1
Savannah Coll. of Art and Design	GA	1	0
School of Visual Arts	NY	1	1
Scripps College	CA	1	0
Seattle University	WA	1	0
Seton Hall University	NJ	1	1
Siena College	NY	1	0
Simmons University	MA	7	2
Skidmore College	NY	9	3

COLLEGE/UNIVERSITY	STATE	NUMBER OF AHS STUDENTS ACCEPTED TO THIS COLLEGE	NUMBER OF AHS STUDENTS WHO PLAN TO MATRICULATE AT THIS COLLEGE
Smith College	MA	4	0
Univ. of So. Carolina	SC	1	0
Univ. of So. Florida Tampa	FL	1	0
Univ. of So. California	CA	1	0
So. Connecticut State University	CT	1	0
University of Southern Maine	ME	1	0
So. New Hampshire University	NH	6	2
Spelman College	GA	2	0
Springfield Coll.	MA	3	0
St. Lawrence Univ.	NY	1	1
St. Olaf College	MN	2	0
Stanford University	CA	1	1
Stonehill College	MA	11	0
Stony Brook Univ.	NY	1	0
Suffolk University	MA	15	4
SUNY Albany	NY	1	1
SUNY College at Cortland	NY	1	0
SUNY Polytechnic Inst.	NY	1	0
Swarthmore College	MD	1	0
Syracuse University	NY	7	0
University of Tampa	FL	2	0
Temple University	PA	14	2
Univ. of Tennessee Knoxville	TN	2	0
The New School All Divisions	NY	5	0
The Ohio State Univ.	OH	3	3
The Theatre School at DePaul University	IL	1	1
University of Toronto	Canada	3	1
Trinity College	CT	2	1
Trinity College Dublin	Ireland	1	1
Tufts University	MA	8	6
Tulane University	LA	1	0
Union College	NY	5	2
United States Army			1
United States Marine Corps			1
University of Buffalo SUNY	NY	2	0
University of Edinburgh	Scotland	2	1
University of Glasgow	Scotland	2	0

COLLEGE/UNIVERSITY	STATE	NUMBER OF AHS STUDENTS ACCEPTED TO THIS COLLEGE	NUMBER OF AHS STUDENTS WHO PLAN TO MATRICULATE AT THIS COLLEGE
University of Leeds	England	1	0
The Univ. of the Arts	PA	2	0
Ursinus College	PA	2	0
Vassar College	NY	5	2
Univ. of Vermont	VT	38	8
Virginia Tech	VA	2	0
Univ. of Virginia	VA	1	1
Wagner College	NY	2	1
Wake Forest Univ.	NC	1	1
Washington Univ. St. Louis	MO	3	2
Wellesley College	MA	2	2
Wentworth Inst. of Technology	MA	11	0
Wesleyan University	CT	3	3
Western Connecticut State University	CT	1	0
Western New England University	MA	7	0
Westfield State University	MA	4	2
Wheaton College	MA	9	1
Whittier College	CA	1	1
Wilkes University	PA	1	0
Coll. of Wm. & Mary	VA	1	0
Univ. of Wisconsin Madison	WI	3	1
The College of Wooster	OH	1	0
Worcester Polytechnic Institute	MA	6	4
Worcester State University	MA	4	0
York College of Pennsylvania	PA	1	0
York University	Canada	1	0

Glossary of Terms

Adopted Budget – The Budget that has been approved by both the School Committee and Town Meeting.

Annual Budget – An estimate of expenditures for specific purposes during the fiscal year (July 1 – June 30) and the proposed means (estimated revenues) for financing those activities.

Appropriation – An authorization by Town Meeting to make obligations and payment from the treasury for a specific purpose.

Circuit Breaker Program - The state special education reimbursement program was started in FY 04 to provide state funding to districts for high-cost special education students. The threshold for eligibility is tied to four times the state average foundation budget per pupil as calculated under the chapter 70 program. In FY18, the state reimbursed 72% percent of the costs above that threshold. In FY19, the state plans to reimburse 68% of the costs above that threshold. In FY19, the state average foundation budget per pupil was \$11,448 so if a special education student cost a district \$70,000, the district's eligible reimbursement for that student would be $(\$70,000 - (4 * \$11,448)) * 0.68 = \$16,461.44$

Fiscal Year – The twelve-month financial period used by all Massachusetts municipalities; begins July 1 and ends June 30 of the following calendar year. The fiscal year is represented by the date on which it ends. Example: July 1, 2018 to June 30, 2019 would be FY 2019.

Full-Time Equivalent (FTE) – A unit used to count the personnel assigned to a school or other administrative unit, consisting either of a full-time employee or two or more part-time employees together working a number of hours equivalent to one full-time teacher. A person teaching 3 days per week would be .60 FTE teacher.

General Fund Budget – Includes expenditures for the operation and administration of school programs and support services, funded by the general revenues of the town, including taxes, state aid, and other general receipts.

Grant Fund Budget – Grants are usually made for specific purposes and funds received are restricted for those purposes. Budgets include current and estimated expenditures for programs funded by federal, state and private grants. In most cases, this funding is not precisely known until after the start of the fiscal year, since most grant award notifications are received after the general fund budget process is complete.

Massachusetts Common Core State Standards: Beginning in the 2013-2014 school year, creating a learning environment focused on the MA Common Core State Standards (CCSS). Created through a nationwide effort, the CCSS define rigorous skills and knowledge in English Language Arts and Mathematics that need to be effectively taught and learned for students to be ready to succeed in entry-level, credit-bearing college courses and workforce training programs. Twenty-first century students must be able to compete nationally and globally, and the use of these Standards will help ensure that all students, regardless of where they live, are prepared for future success.

Massachusetts Student Growth Percentiles: Massachusetts measures growth for an *individual student* by comparing the change in his or her MCAS achievement from one year to a subsequent year to that of all other students in the state who had similar historical MCAS results (the student's "academic peers"). This change in achievement is reported as a student growth percentile (abbreviated SGP) and indicates how high or low that student's growth was as compared to that of his/her academic peers. For a *school or district*, the growth percentiles for all students are aggregated to create a median student growth percentile for the school or district. The median student growth percentile is a representation of "typical" growth for students in the school or district.

Per Pupil Cost (as reported by DESE) - The following funding sources are all included in the functional expenditure per pupil measure.

- School committee appropriations

- Municipal appropriations outside the school committee budget that affect schools
- Federal grants
- State grants
- Circuit breaker funds
- Private grants and gifts
- School choice and other tuition revolving funds
- Athletic funds
- School lunch funds
- Other local receipts such as rentals and insurance receipts

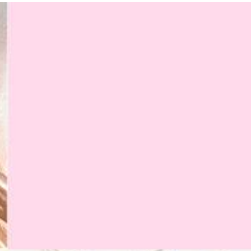
Typically, school committee and municipal school appropriations, approved annually by town meetings and city councils, account for seven out of every eight dollars spent upon education.

Reserve Position – Anticipated position to be filled by hiring during the coming year in response to needs and enrollment.

Revolving Fund – A fund established to finance a continuing cycle of operations in which receipts are available for expenditure without further appropriation. Athletic fees are an example of a revolving fund.

School Council – A School Council is a representative, school building-based committee composed of the principal, parents, teachers, and community members and at the secondary level students that each school is required to establish pursuant to the Massachusetts Education Reform Act of 1993.

AHS VISUAL ART





Town of Arlington, Massachusetts

FY 20 Budget updates

Summary:



Town of Arlington, Massachusetts

FY22 Budget look ahead



Town of Arlington, Massachusetts

Old business



Town of Arlington, Massachusetts

New Business



Town of Arlington, Massachusetts

Adjournment



Town of Arlington, Massachusetts

Submitted by Kirsi Allison-Ampe, MD, Chair